

# The National **PARENT-TEACHER**

FORMERLY CHILD WELFARE

DE 31 1936

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## Magazine

THE ONLY OFFICIAL MAGAZINE  
OF THE NATIONAL CONGRESS  
OF PARENTS AND TEACHERS



January 1937  
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NATIONAL CONGRESS OF PARENTS AND TEACHERS



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# CONCERNING CONTRIBUTORS

**I**N A time when the newer methods of pedagogy are apt to confuse many people because there are so few clear-cut explanations for the layman of just why certain things are done, we are more than fortunate to have such an educator as IVAN A. BOOKER interpret some of the fundamentals of modern technics of teaching children to read. In "They Used to Teach Children to Read," Dr. Booker explains many of the seeming irrelevancies which have perplexed parents. For the last five years, he has been Assistant Director in the Research Division of the National Education Association. A graduate of the University of Chicago with a Ph. D. degree, he has held the positions in the last twenty years of teacher, administrator, education research worker, and president of the Henry Clay Parent-Teacher Association, Washington, D. C.

HAROLD D. MEYER contributed the article entitled "Forcefulness," which ably supplements the Parent-Teacher Program on that subject, appearing in this issue of the magazine. Dr. Meyer is both a scholar and an author. This background enables him to bring much to this discussion. He is now on leave from his professorship of sociology, at the University of North Carolina, as Regional Director of Education and Recreation Projects for the Southern Region of the WPA. Dr. Meyer is Program chairman for the North Carolina Congress of Parents and Teachers; Education chairman for the Boy Scouts of America, Region Six; on the editorial board of *Safety and School Activities*; author of *Handbook of Extracurricular Activities*; *Financing Extracurricular Activities*; and *School Clubs*; and editor of *Extracurricular Library*.

A few months ago, we published an article "Here Is Adventure," by ADELAIDE NICHOLS BAKER, decrying the tendency among parents to restrict, because of their own fears, the scope of their children's activities. But it dealt primarily with boys. Several correspondents asked, "But what about our daugh-

ters?" So Mrs. Baker, who has a little daughter as well as a son, continues her sensible thesis from the feminine angle. In her pleasant, informal manner, she writes under the title, "Adventure—Feminine Gender."

"Family Safety and the Community" is the fifth article in the Parent Education Study Course on



W. H. Cameron

"The Family and the Community." The author of this discussion, W. H. CAMERON, of Evanston, Illinois, Managing Director of the National Safety Council, is virtually the founder of safety education in this country. Mr. Cameron started in 1913 with a promise of five memberships, and a working capital of less than \$1,400. Today, the teachings of the National Safety Council reach 10,000,000 workers every month, nearly all the schools of the country, and most of the homes.

her reply was, "There is little to tell as I am just an average parent, making many mistakes, but enthusiastic over my job as mother of two fine boys. For several years before my marriage I taught school in Newark, New Jersey. Since my marriage, my spare time has been devoted to study, writing, and parent-teacher work." She has published several poems and magazine articles, and is at present working on a book. Her contribution to the NATIONAL PARENT-TEACHER MAGAZINE this month, "Truth to Tell," is a sane analysis of some of the lies which children resort to.

ELIZABETH CHENEY BLACKBURN is a graduate nurse and the mother of two small children, so she has a fine background for "Before and After the Doctor Comes." She lives in Durham, North Carolina, where she has served as Parent Education chairman at the George Watts School.

Last month we began a series of editorials from leaders in the National Congress of Parents and Teachers, interpreting their philosophy of the parent-teacher movement to the readers of the NATIONAL PARENT-TEACHER MAGAZINE. VIRGINIA MERGES KLETZER, President of the Oregon Congress of Parents and Teachers, gives us her interpretation in this issue. Active for many years in the Oregon Congress, Mrs. Kletzer headed its legislative work which resulted in the passage of a free textbook bill. She is a member of the board of directors of the Oregon Mental Hygiene Society; a vice-president of the Western Adult Education Association; and vice-chairman of the Oregon Child Welfare Commission. She has two sons and a daughter.

When we asked ANNE TROLAN BREKUS to tell us something about herself,

CARL H. KUMPF, Principal of Buffalo, New York, State Teachers College, contributes an illuminating article on the value of the parent-teacher association, "An Asset or a Nuisance?" After study, both here and abroad, Dr. Kumpf returned to teach in high school, grade school, and training school.

## If You Are Interested In . . .

- The Preschool Child, see pages 12, 15, 16, 19, 24.**
- The Grade School Child, see pages 6, 8, 10, 12, 15, 16.**
- The High School Boy and Girl, see pages 8, 10, 12, 18, 19.**
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# The President's Message



## Forty Years of Service to Parents

TWO score years ago, our Founders brought forth an idea and an ideal.

They said to the world, "We are parents, but we know not how to be good parents. We are teachers, but we know not how children should best be taught.

"We hear little children weeping in the darkness from neglect and injustice and we know not how they should be liberated."

"Come," they said, "let us seek knowledge together. Let us come in groups to study the science of parenthood, of school education, and of community beauty."

The ideal became one of service to childhood, *through parent education*, for only as we understood our own task could we improve conditions for children.

To learn how children's bodies thrive, children's characters grow, and children's mental development progresses, was the basis of all the plans which the Founders made.

Through forty years we have tried to hold to this fundamental plan.

All else has been an accretion of unimportant matters of no value unless they contributed to the education of parents.

We are this month inaugurating one year of commemoration and rededication to the design of living proposed by our Founders.

Today we rise up and call them blessed—these dreamers of a great dream which is now becoming a reality.

President,  
National Congress of Parents and Teachers.

"**H**OW is Grace getting along in school?" inquired Mrs. Farrell of her friend Mrs. Hamilton.

"Well, really, I—don't—know—" answered Mrs. Hamilton, revealing her anxiety as she spoke. "Miss Norris, her teacher, says she is doing very well; but I confess to you I'm worried. Here it is nearly Thanksgiving. And do you know, that child has not yet learned to say her ABC's!"

"Is that so?" sympathized Mrs. Farrell, equally astonished at this evidence of poor progress. "I'll tell you what I think. Schools nowadays are not what they were when we were young! Why, only last night I asked my James what lesson they had in their readers yesterday, and what do you think he said? 'We didn't use our readers today, Mom.' Imagine that! No lesson out of the reader all day—and he's only in the third grade!"

"You're right," agreed Mrs. Hamilton. "When we went to school, children learned their ABC's within a few days; and, of course, we had reading every day—clear up through the eighth grade. Why, by the time school was

out we actually knew those readers by heart. I'd like to know why our children are not taught reading as we were."

There are thousands of mothers who, like Mrs. Farrell and Mrs. Hamilton, are concerned about the methods of the modern school. They know that children are not taught reading in the same way that they were taught. They fear these new methods. Wasn't learning to read a difficult task? Didn't they themselves spend hours and hours

learning their a, b, ab's, e, b, eb's, i, b, ib's, etc.? Didn't every pupil in their school stand up before the class and read at least a few sentences every day? Why don't beginners now learn to say their ABC's? Why don't they use their readers every day? Why don't they bring their readers home, to drill on lists of words or "to study the next lesson"? To these puzzled and somewhat skeptical parents this article is addressed. It describes, in a general way, the present-day methods of

## "THEY USED TO TEACH CHILDREN TO READ"

by

Ivan A. Booker



The young lady at the right is following the directions she found on the bulletin board at the left. Reading has point to it, nowadays!



PHOTOGRAPHS BY RUTH A. NICHOLS. FROM "A DAY AT SCHOOL" BY AGNES MCCREADY. E. P. DUTTON & CO.

teaching reading and explains why these methods have been adopted.

*Establishing reading readiness.* When a child enters the first grade he may, or may not, be ready to read. For in order to learn to read he should be as mature mentally as the average child of six and a half years; he must understand and be able to use a rather large number of words; he should have seen and handled and played with the things he will first read about; he must be interested in what he is going to read about; and he must really want to learn to read. If this is not true, the teacher's first problem is not to teach reading, but rather to get the child ready to teach. Particularly in the case of children without kindergarten training, several weeks must often be spent in building up a background for reading instruction.

Anyone who does not understand the purposes of this period might easily think that time was being wasted, for many of the objectives of the period are accomplished through normal play activities. The children go on trips to the zoo, to a farm, and to other interesting places; they acquire some pets to play with and to care for; they learn nursery rhymes and songs, and spend a great deal of time playing games and just talking about their experiences; they draw, and cut out pictures, and do a great deal of hand work that may seem quite unrelated to reading. But, all the while, they are developing new interests, are learning about new

things, are learning to understand and to use new words, and thus are preparing their minds for real reading. Is not this, after all, a better kind of preliminary training than teaching children to say their ABC's?

*The introduction to reading.* Even when the teacher has ended the period of preparation described above, she does not begin to teach reading in the way that some of us were taught. She does not drill first on the letters of the alphabet, nor on lists of separate words which will then be placed in sentences. Perhaps you can recall learning some such list of words as this:

Kitty  
see  
I  
run  
can

Then you read such enlightening sentences as:

I see Kitty.  
Kitty can run.  
I can run.  
See Kitty run.  
Run, Kitty, run.

And even if you were fortunate enough to escape the difficulty yourself, you can still hear—can you not?—the voice of one or more of your classmates droning off words one at a time, without expression or meaning: "This—is—the—house—that—Jack—built."

**T**HE new approach to reading is quite different. The child learns to recognize and repeat one—or sometimes more

than one—whole sentence. These sentences are meaningful to the pupils. Often they are sentences which the pupils themselves have made up to tell about their games and activities. Only after they can recognize and read whole sentences is their attention directed to individual words; and much later to the syllables and letters of which the words are made up. There are many reasons for this approach. Because sentences are more irregular in length and general appearance than words, children can distinguish between them more easily in the beginning. In the second place, it is easier for a child to recognize the symbol for an idea, such as "Close the door, John," than to recognize the symbol for an isolated word, such as "door." Then there is the added advantage of the child being able to read from the very beginning. He feels that he is succeeding—and he is. The same words are soon encountered in different sentences and thus the attention shifts naturally and easily to individual words and, still later, to parts of words and letters.

This does not mean that word recognition is unimportant; nor that drill on words is always out of place. Neither does it mean that the letters of the alphabet are unimportant; nor that pupils need pay no attention to letter sounds. It simply means that the order of learning has been reversed so that the pupil will learn to read more quickly and more efficiently than before. It does (*Continued on page 28*)



**F**ORCEFULNESS is a powerful word. Its derivative is the Latin word *fortis*, meaning *strong*. It is a dangerous word. Let's note what Webster's Dictionary says about it—"full of, or possessing, force; exerting or impelled by, force; mighty; effective; violent." Dare we deal lightly with its interpretation? If we admit that forcefulness is a motivating factor in character development, then what elements of character do we desire to motivate? Certainly there is a definite need for a clear understanding of what we are talking about.

What are specific traits of character that can be classified as forceful? One may scan history and select outstanding characters depicting forcefulness—who will they be? What determined choice? What types were we searching for—leaders of men, giants of war, enslavers of humanity,

liberators, thinkers, or gentle souls? If liberators, liberators from what? If thinkers, thinkers of what? Immediately we run into difficulty. Glance at the world today and apply an analysis of the word to present-day trends. Who is a forceful character—Hitler, Mussolini, Stalin, Edward VIII, Roosevelt, Landon, or a host of others at your choice? How did you arrive at your classification? Millions will choose one person, while other millions select another. A graduate class in sociology at one of our leading southern universities was asked to interpret the traits of character expressed by the word *forcefulness*. There were as many and varied selections of terms as members of the class, with wide ranges of beliefs.

One parent encourages a fighting spirit within the child as a determiner of force. Another parent attempts a

concrete definition of courage as "being able to take it." Still another parent chooses a strict interpretation of confidence, regardless of results, as a character factor. Try it out—have members of your study group define and illustrate words like *courage*, *confidence*, and *persistence*. The chances are the group will be constructively confused. And why not? Nothing could dwarf the effectiveness of forcefulness more than an attempt to set its meaning into a concrete pattern. The very thought of a rigid application of the word to character growth is stifling. This age, with its growing, complex, and ramified forces of society, can never regiment forcefulness. The world needs the sum total of its elements, all at work, with full speed ahead.

In the last analysis, the word is synonymous with leadership. In all



# FORCEFULNESS

by Harold Meyer

**A College Professor Analyzes  
an Important Character Trait**

conquest, regimentation, war. Force in politics, force in labor, force in propagandizing thought, and with it all a spectre of fear. We might well afford to ask ourselves, how closely is this word *fear* related to the word *force*?

Let's go a step further in our thinking: If we agreed to promote forcefulness along a set mold, could we obtain our goal, no matter how hard we might try? There is much doubt to be expressed. Forcefulness may be wrapped up in innate characteristics, a part of the framework of heredity. Its entire foundation may rest on the absence of any physical or mental defects. Here again we enter a field of controversy. At this time we are willing to admit that the advantage of good heredity is the advantage of a normal or superior physical and nervous organization. It lies in the absence of an original handicap. It is the advantage of being so constituted that good environment will be able to produce good fruits. We cannot go into the problem of the mechanism of heredity. For our purpose we will have to accept this much of it as a fact. The relation of this fact to forcefulness as a character-motivating factor must depend on further study, research, and knowledge.

In the name of justice, may we cry out for a cautious approach and a tolerant spirit in the building of any program within parent-teacher groups relating to forcefulness which is to be applied to childhood or youth. Frankly, we need more knowledge on this subject. Our ground is rather insecure.

Many of us agree that force is needed to rid the world of much defectiveness, delinquency, and dependency. We can well apply force in an attempt to curtail or eliminate crime. We need force to limit the spread of poverty, to check immorality and racketeering, to

eradicate disease and prevent war. We need, however, tolerance in abundance for those individuals who are caught in these processes. Let's relate forcefulness to conquering the negative processes.

HERE is still another angle to the interpretation of forcefulness, as we relate it to personality in its everyday scope. At this point we may present six key words as the basis for group discussion, in an attempt to interpret the characteristics in terms of everyday living. In this brief account it will be impossible to do more than point the way and express the hope that by the aid of group and individual study the analysis will continue into practical use.

The first key word is *attitude*. Here is one of the most meaningful words in the English language. Its interpretation can determine more happiness and contentment or bring more sorrow and chaos. Let's define attitude as what we think about a thing plus how we act toward it. The outstanding feature of the age in which we live is the achievement of physical science. At the same time, social development, where at all achieved, has made advances at significantly slow paces. While we have been harnessing physical forces, political, economic, legal, and sociological questions have grown enormously more complex. Changes of paramount importance are constantly confronting our institutions. The size and distribution of population, the force of the growth of wealth, the many new contacts and contracts among men, and the gain in the sum of human knowledge applied to all phases of life, carry with them the possibility of new and redirected desires, new social ideals, and in the end the demand for modified (Continued on page 32)

the relationships of life—individual with individual, those of the family, contacts within the community, expressions of citizenship, or church affiliations—the leader typifies forcefulness. By whatever means the choice of leader is determined, an analysis of the choice should create within that particular relationship the characteristics of forcefulness. We are everlastingly confronted with the problems of leadership. It is perhaps the crying need of the hour along many lines of endeavor.

Is there a common acceptance for the meaning of the word *forcefulness*? We can be certain of one point in agreement—the word connotes force. Here is the challenge. Look at the world today and apply the word *force* to the picture. What comes to mind? Might in all its aspects—armies, navies, marching treads, threats, power,

"I was twenty and he was ten,  
and we couldn't be daunted"



# Adventure — **FEMININE GENDER**

SOME months ago I was moved to call out to anxious and careful parents, "Here Is Adventure!"—right in our hands, in the business of rearing children. For children and parents alike will move more truly in tune with each other if they go forward in a spirit of adventure than if restraints on the one hand and rebellion on the other are the pattern of their life together. Parents know dangers; children feel possibilities. And the equipping of children to make the most of those possibilities is the adventure of parenthood. The fearful holding back from the worst of the possibilities is the tragedy of parents.

It never occurred to me then to think of our children as separated into two sexes in this respect, for I feel that adventure—in the broad and heartening sense that I was thinking of—is common to both boys and girls. The desire

for a new day because something new may happen in it is something that I have felt as a girl and something I should have hated to have dimmed by any such warning as that a new thing may be dangerous and what you did yesterday was safe and good and a splendid pattern to follow. A new little girl in school was something to explore; next week she might be my bosom friend. Where might she not live? What might she not know? A new driveway opened up, led one's exploring feet—perhaps to a new house, perhaps to a sand pit where interesting new machinery might be at work. A new book on my mother's table had a title which suggested endless untried worlds.

This I am sure is the impulse of youth. I am equally sure that it cannot go unmodified by experience and judgment into later years. Maturity brings ability to hew out a line without turn-

ing aside too easily for fresh starts. But to win that maturity truly, children must have the cooperation of parents who, for all their experience and knowledge of good and evil, have not forgotten the essential joy of exploring youth.

It is a positive attitude of mind that is needed as against a negative one. Making the values and the contacts we have found of enduring worth dear to our children is effective, where warning them against false values and harmful contacts is futile, and forbidding them blindly is dangerous. Far from feeling that this is all very well for boys but not for girls, I can almost say that girls need sympathy in adventure more than boys do. The very fact that they have less scope for certain kinds of adventures when they grow up makes it more necessary to nourish the courageous outlook on life.



ILLUSTRATIONS BY ALICE HARVEY

"They couldn't forego the joy of initiating me with all sorts of rites"

I still remember an amusing day when I was taking my small brother to Boston to join some friends for a Saturday sightseeing jaunt. We missed our train by a minute and tragedy threatened. But I was twenty and he was ten, and we couldn't be daunted. Moreover, I had already traveled back and forth across the whole country alone and felt I could surely find some way to get twenty miles into Boston by my wits. So I cast a resourceful eye around the town square and saw a large truck which belonged to a firm from which my mother bought fancy groceries, disgorging barrels in front of a grocery store. I walked over and accosted the driver while my brother followed, wide-eyed, scarcely daring to hope we would retrieve our trip.

"Are you going back to Boston soon?"

"Right off."

"Could we ride with you? We missed that train."

"Sure thing, sister. You get up front with me. And the boy can get in the truck."

We were soon rattling off gaily, the driver and I chatting of points east and west which we had known and my brother hanging over the back of our seat enthralled by the exchange of experiences between his young schoolmarm sister and this burly adventurer. For the truck driver had been to every state in the Union, had known Alaska

and Labrador, and had even stayed with Indians.

He was magnanimous toward my far paler adventures. "Women are handicapped, kind of. There are so many things it ain't fit for 'em to do." (Like staying with Indians, I suppose he meant.)

We said farewell to our driver at last and my brother grasped my hand with new admiration.

"I've heard of your adventures before," he said. "But I never saw you in action, till now."

What sticks in my mind from this vivid incident is the undoubted truth that, for all my joy in wandering, for all my zest in going halfway toward new friends and new experiences, I was a woman and essentially handicapped.

But the world is so full of a number of things that girls need not be made to feel this more than necessary. And the fact that they are more sensitive to other people's opinions and more subject to the pressure of social con-

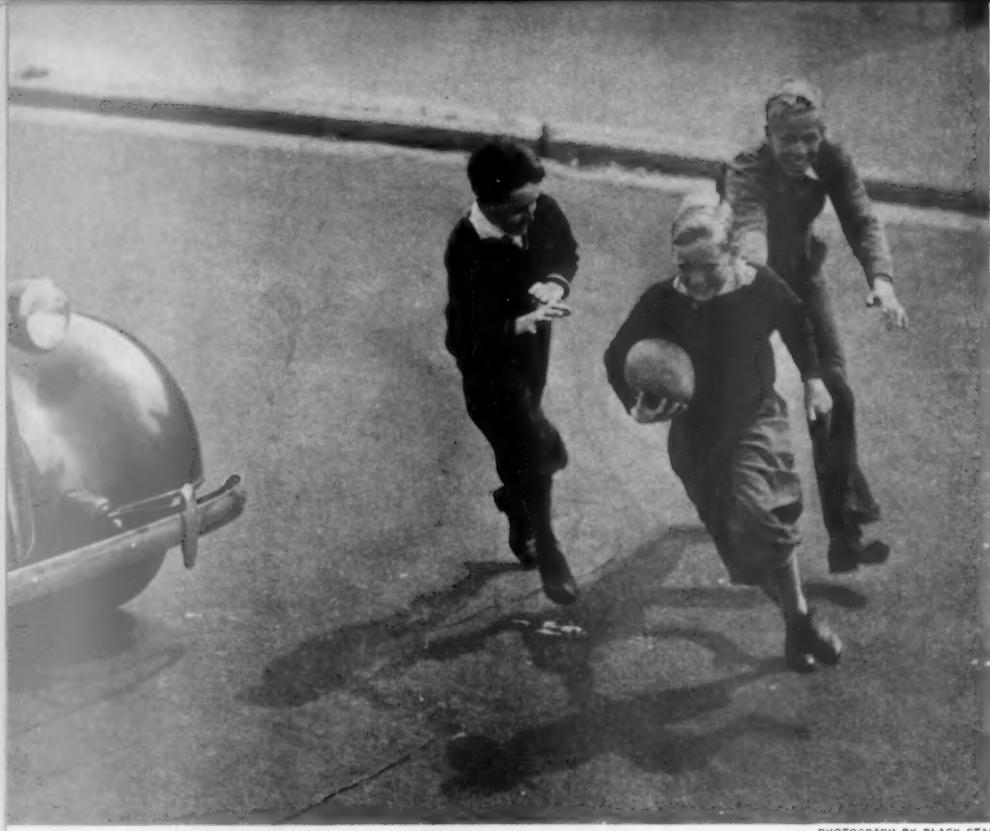
trols makes it possible for them to be guided without being daunted. Your daughter's quickness to learn from other things that you may think undesirable for the moment is a sign that your own point of view and your own enthusiasms will be felt by your daughter.

For her as well as for your son, the

chance to see a community whole, which a good public school experience gives, is valuable. The good public school community is, of course, one where all kinds of children are represented, as against one where the children from wholesome and stimulating homes have been too largely drained off by private schools. It is often the fearful attitude of one group of parents who start this exodus that weakens the schools and sends their own children into an experience which too often offers little beside artificial social restrictions. This is far from the place to debate the advantages of public and private schools in all their aspects and, from my contact with them both as pupil and as teacher, I know that there is much to be said on both sides. What fits this discussion is merely to decry the choice of a private school environment from motives of fear, when a more challenging and diversified educational experience could be won for our children with a little more courage.

The discovery of friends from various groups, the ability to compare standards of action, to discriminate between important and unimportant deviations from our own standards, are quite as important for girls as for boys. And as I fear girls may tend more naturally to snobbishness and self-satisfaction, they need even more to grow up in the bracing atmosphere where other standards and habits jostle their own, now and then.

The other day my little girl said: "Who do you (Continued on page 24)



PHOTOGRAPH BY BLACK STAR

**W**E want to live happily—as long as we can!

All right, what are we going to do about it? The trouble with us, in this accident prevention business, is that we have been "hanging cats on Monday for the killing of a mouse on Sunday," or, if you prefer, "locking the barn after the horse is stolen."

But, possibly, a few of us have reformed. The parents and teachers of this country already have come face to face with the accident problem and through their organization are doing an excellent job in an intelligent approach to safety.

Currently, the members of that organization have expressed an increased interest in their families and their relationship to the community. This article is part of a study course.

You who are following the course have taken the initiative in this phase of adult education. Hence, there is no need to preach the doctrine of family safety and the community. You already have accepted it. So have I. Because there is general agreement on this point, you and I may proceed to a discussion of how best to accomplish safety, quite apart from any argument about whether or not it is desirable. We need safety. But what is safety?

Beyond that point to which instinct makes you recoil from danger, safety is accomplished through the medium of an attitude for it, a will to have it. And it is fundamental that attitudes must be acquired. Attitudes become effective in your behalf; they may become habits only when cultivated. So you must be in the mood for safety.

Why? Because you and your families in community life are confronted daily by a thousand and one dangerous conditions that are so disguised as not to pull the hair-trigger springs of instinct that save you from obvious hazards.

But acquisition of anything, attitudes or wealth, involves a price and the vaulting of barriers in the path to possession. Acquiring an attitude for safety is balked by what seems to have been the scheming of a mysterious knave who, sometime after all birthdays, injected every human with the virus of recklessness and hazardous adventure. Every day you and I witness expressions of the toxic effect of his needle: when Johnny says to Jimmy, "I'll bet I can climb to a higher branch of that tree than you can"; when a motorist races a train to a crossing; or when a housewife, perched on one foot, stretches to her fingertips from a rickety chair to hang a picture or to get a can of beans from the pantry shelf.

Here you have one of the stouter barricades to the crusading invasion of safety—the opposition of an instinctive desire for self-preservation and a personal love of thrills with its attendant feeling in self-sufficiency in almost any physical emergency. Fundamentally, safety is sought selfishly, with primary consideration for self-preservation.

However, humanity is gregarious and safety has become the practical ethnology of people who, in their clanishness, were compelled to assume certain family responsibilities and obligations. As interdependence grew in

## FAMILY SAFETY *and*

this communal aspect of living there developed the philosophy of "live and let live" and to a great degree you and I became our brother's keeper, albeit with selfish motives because we found personal well-being was improved by and depended upon helping each other. You and I began to speak of "us" in terms of "we." Safety, as well as other matters, became a community problem, more acute today than ever.

So, our mere expression of interest in "family safety and the community" is admission that we recognize, and are willing to satisfy, the need for a tremendous joint effort—we want to live, happily and *together*, as long as we can. Our very togetherness can generate the success or failure of community safety. There can be no dirty spark plugs or the machine will sputter and cough with the carbon knocks of random deaths and injuries suffered in accidents caused by the negligence of shirkers.

### CARELESSNESS CAUSES EVERY ACCIDENT

NOW, then, we have phrased our premise. From it we spring to our assignment to study "Family Safety and the Community." Let none of us make the mistake of believing that safety can be legislated, built, bought, or isolated by a chemical brewmaster in his laboratory—it is a common fallacy. The National Safety Council has plumbed the depths of the hole accidents make annually in human happiness and found that the key to safety is individual and collective prudence. All the education, law enforcement, and engineering that can be applied to problems of danger are but the whistling of the wind if you and I, *we*, dip to death-defying practices.

If our effort is to be productive, we must understandingly subscribe to the belief that safety is a science of acci-

# **the COMMUNITY**

by W. H. Cameron

- This Is the Fifth Article in the Parent Education Study Course: The Family and the Community. An Outline for Use in Discussing It Appears on Page 37

dent prevention whose therapeutical prescriptions can do nothing about the broken bones, lacerated bodies, and deaths that lie in the wake of carelessness. We must discredit that bit of "cracker barrel" philosophy which tells us not to cross our bridges before we get to them. We must appraise the hazards that disgorge accidents from unsafe conditions in homes, schools, industrial plants, offices, or from uncontrolled pedestrian and vehicle traffic that blunders over our streets, and then we must eliminate or so guard them that accidents will not occur.

Another thing. We must dispel the apathy with which safety is too often received. And here we get back to that business of hanging cats on Monday. We are shocked by screaming headlines that recite details of deaths that result when a busload of passengers plunges from a bridge to the river that slides under it. We are so very sympathetic when fire drives families from their homes into the streets. We are indignant when a motorist runs amuck, killing others or destroying property. We are ready to "hang the cat" after even minor accidents rupture our careless way of living. Any one of these "accident bridges" could have been crossed before it was reached. Carelessness causes every accident—every accident could be prevented. Think this through in terms of any accident you know of and you will realize its truth. The accident victim may not have been the careless one but he was victimized by the carelessness committed by someone, directly or indirectly.

Yet, so many of us scoff when told, "Be careful or you'll get hurt." We

feel the adviser is meddling, trying to live our lives for us. Even when the totals of accident deaths, injuries, and costs are published at the end of a year we are not profoundly stirred and read them as the abstruse product of a statistician's pen and slide rule.

Let's pull a few of these figures on



PHOTOGRAPHS BY H. ARMSTRONG ROBERTS AND EWING GALLOWAY

accidents during 1935 out of the hat and really think about them. Maybe they will suggest a proper integration of your family and your community.

During 1935, 100,000 persons were killed in accidents of all kinds. Now, that is not just a figure. Those people are dead, in their graves. We were left behind to mourn, to pay the bill for carelessness, and to try to reconstruct the lives to which those victims had contributed so much happiness. In 1935, 9,340,000 additional persons were non-fatally injured in accidents. And that is not just a figure. These people

are not dead but form a pathetic legion of injured men, women, and children. Hundreds grope their way with sightless eyes. Others hobble about on crutches or are pushed in wheel chairs. Some are bedridden and others are in asylums, their minds affected by their accident injuries. Thousands of them never again will be able to count five fingers on each of their hands, if, in fact, their accidents spared the arms from which the fingers grew. Many, of course, were but temporarily injured and recovered. However, whether they were physically disfigured or not, they

all have been forever scarred by carelessness of their own or someone else—they were injured in an accident.

The cost of all accidental deaths and injuries in 1935, plus property damage from motor vehicle accidents and fires, was estimated by the National Safety Council at \$3,450,000,000—a neat sum on any cost sheet, and you and I paid it or are going to pay it.

The year's accident deaths were clicked off as follows: 37,000 in motor vehicle accidents; 31,500 in accidents that occurred *in homes*; 18,000 in public accidents that did not involve a motor vehicle; 16,500 in occupational accidents—while the victims worked at gainful employment. If you are a real student of the family safety and community problem, you will translate those figures in terms of your family and the community. The remedies all but suggest themselves. What was the nature of some of these accidents? Let's see.

Many of the victims were fathers, hurt when they fell from ladders while putting on storm windows or taking off the screens. Maybe they slipped on icy steps as they left for work in the morning. Possibly they were struck by an automobile as they boarded or left a street car, or as they drove to work. If the victim was a mother, she might have been injured while working with the washing machine—wringers cause a surprisingly large number of accidents every year, many of them fatal, and often it is one of the children who gets his fingers caught between the rollers. Or, she might have been hurt in any of a variety of falls—caused by loose rugs on a highly waxed floor, down stairs that were poorly lighted or cluttered with mops, brooms, etc., left there to be "put away later." There are any number of ways to suffer cuts and burns in the kitchen, electric shocks from the misuse of household appliances and open sockets, or to be poisoned by the careless selection of potions from the medicine cabinet, particularly at night without the help of a light.

Or the accident may have occurred to any member of the family while he was swimming, working at home, the office, factory, or on the street, or simply moving about on foot or in a vehicle.

There are a multitude of accident causes that could be named, but the important thing to be remembered is that it is these homely accidents that you and I and the children suffer every day that make up those yearly totals that run to the hundreds of thousands and millions. Every accident, no matter how slight and no matter where it occurs, or to whom, is a problem of both the family and the community. They have a mutual responsibility.

## HOW CAN WE REDUCE ACCIDENTS?

**W**HAT can we do to combat a foe that snipes at us from so many different places and with a weapon that is different almost every time it strikes? The National Safety Council has drafted anti-accident programs for every type of accident problem and the council will work with you, your association, or any civic group that undertakes a safety campaign, whether it be for home safety, school safety, street and highway safety, or industrial safety.

But briefly, what can be done? Every child, as well as every adult, has a right to grow up in a safe community. First, as I said above, there must be a recognition of the need for a "tremendous joint effort." And a "joint effort" implies, correctly, that there must be a well-knit organization of interested persons who are capable and willing to probe the causes

what accident hazards are your children exposed from the time they leave for school in the morning until they return late in the afternoon? You might strive for the organization of schoolboy patrols to guide your children across the streets between home and the school grounds. In 1935 there were 37,000 persons killed in automobile accidents—10,700 of them twenty-four years old or younger; 4,150 of them under fourteen. But even after they reach the school grounds, are they "safe"? Are their activities on the school grounds supervised under the direction of a playground instructor? How about the school building itself? Are stairways safe and adequate to accommodate hundreds of scampering, laughing, sometimes reckless youngsters? Many old school buildings are fire traps of ancient construction heated by out-of-date heating plants.

Discovery of one hazard in or about the schools that educate our children suggests another and another that parents might be concerned about.

Safe streets and the control of traffic upon them is a growing problem in every community. What can we do here? The solution depends on more technical treatment and on cooperation to a greater degree than in some other phases of safety—cooperation among the courts, police, schools, and other educational agencies, press, government, and individuals. Traffic volume has outgrown most street and highway systems. Roadways are too narrow for modern speed; traffic controls often are not uniform or are misplaced; and traffic police patrols in many cities are under-manned. Motorists in a large majority of cities and states are turned loose upon the streets without any test of their ability, such as a dozen or so progressive states apply through intelligently drafted and judiciously administered drivers' license laws. Then there are "blind" intersections, parking regulations that cause congestion, railroad grade crossings and poor lighting for streets at night that contribute thousands of automobile traffic deaths annually.

Think about that figure again—37,000 motor accident deaths in 1935, the largest total ever run up in this country—and translate it in terms of the family and the community, and you'll begin to realize the problem of safe streets. In addition, motor vehicles injured 105,000 persons permanently and 1,180,000 others suffered temporary injury in automobile accidents. And think this over: Motor vehicle accidents for 1935 cost at least \$1,600,000,000 in property damage, lost wages, medical expense, and the overhead cost of insurance. That sum would build (*Continued on page 31*)

## NEW BEGINNING

by Virginia Brasier

Believe the surging promise of the years,

Have faith that what has been will be again,

Enriched and seasoned with forgotten tears

And more compassionate for the glimpse of pain.

If striving hands did not create the dream

They'll move more surely for experience:

Lighted and driven by the mind's white gleam,

Rebuild with knowledge and a firmer sense.

Cast aside bitterness as useless waste,  
Shrug off the drip of jealousy as vain,  
Think well of him whom fame has briefly placed

In hard-earned honor that you would attain.

Believe the love that laughs away your fears

And looks calm-eyed upon the coming years.

of accidents to their very sources. Your parent-teacher association might sponsor such a campaign or it might be undertaken in cooperation with other civic organizations. Still another, and perhaps the most desirable method, is to enlist all interested groups and individuals under the banner of a local safety council, set up for the sole purpose of conducting safety studies.

How would such a program express itself? In the schools, for instance: To

## TRUTH TO TELL . . .

Most of the lies which children resort to can be handled wisely and be kept in the perfectly harmless stage

by Anne Trolan Brekus

"AND then the fairies took me to their palace to see the fairy queen."

Thus ended Janet's story to her mother as they walked home together.

"But that is just a make-believe story, isn't it, Janet?"

"Yes," replied the five-year-old, "and I know lots more!"

Janet's mother smiled and then said, "Now I'll tell you a true story, Janet." Whereupon she related an incident from the newspaper, telling how a six-year-old boy had smelled smoke in the house, had gone to the telephone and called the Fire Department, and then had aroused the other members of the family.

Janet listened intently. "I know a true story, too, Mother. Mrs. Lyons told us a true story about a collie dog."

Janet recited the story quite accurately, and with just as much enthusiasm as she had shown for her own creation of the fairies and a fairy queen.

Janet had a wise mother. She never discouraged her little daughter's flights of fancy but always made it a point to have Janet distinguish between the "make-believe" and the real.

This little girl's mother had gained this wisdom through her own personal experience. As a child, Janet's mother had been possessed of an extremely active imagination. Her very practical, unimaginative parents had punished her severely for her "lies" but had not succeeded in stifling her creative tendency altogether. With maturity, she had adjusted herself nicely to the workaday world. Much of this woman's time was concerned with practical, everyday affairs, but an outlet for her creative urge was gained by the writing of short stories. Naturally, she wanted her child to escape a bitter struggle between the "real" and the "make-believe." Very

early, she began teaching her daughter to make a sharp distinction between the two. She did not want Janet to be accused of "telling lies."

At the age of two or three, children relate stories woven from their im-

aginations and they cannot, at this age, distinguish these stories from reality. Some few parents confuse the workings of the three-year-old's mind with lying. When little Bobby tells about the big bear he shot out in the woods, sometimes he is scolded and accused of "telling a lie." It is better to listen to these childish fancies sympathetically and then say, "That is just a make-believe story, isn't it?" Grad-

ually the child will learn to make the distinction between the "make-believe" and the real. By the age of five or six, the child will be quite competent to tell "real" stories and "made up" ones. We cannot label as lies the flights of fancy indulged in by young children.

Children indulge in many other forms of lying, however. These lies have really nothing reprehensible in them, but they do need to be understood. Often they are merely manifestations of childlike response to situations that the child cannot understand.

PERHAPS the type of lying found most frequently in small children (aside from the flights of fancy we discussed) is the exaggeration, the lie to gain attention, to gain sympathy. Often the child feels inferior and resorts to boasting and exaggeration to compensate for this feeling.

"I am the very best in my work, Mother," beamed five-year-old Ronald.

"That's fine," approved his mother, proud that her son was doing so well.

But when Ronald's mother visited the kindergarten, she found, to her chagrin, that Ronald was not the best in his class. Indeed, he was far from it, for he was slower than the other children and hadn't the initiative, the self-confidence of five-year-old Barton nor the skill in handling play materials that little Margaret

Casey had developed.

"Well," mused Ronald's mother to herself. "Ronald deliberately lied to me. He ought to be punished." The more she puzzled over the problem, though, the more clear the matter became. "Why, the poor child!" she finally exclaimed. "He wants to be the first in his class and he can't be first. So he pretends he is."

She said (*Continued on page 34*)



When Ronald tells Mother what his teacher thinks of him . . .



**Before and After—**

## **THE DOCTOR COMES**

**by Elizabeth Cheney Blackburn**

PHOTOGRAPHS BY UNDERWOOD & UNDERWOOD AND H. ARMSTRONG ROBERTS

WHEN your child is ill you are faced with the responsibility of being a trained nurse who isn't trained. Or so it is with the first child; the younger ones get the benefit of your experiences. But, at least, you may take comfort from the fact that much has been written about child care recently; you have only to reach for an authoritative book, instead of depending upon neighbors' advice, as the last generation did. Another comforting thought is that you know your patient as no professional nurse can. You know when your child is "not himself" and can detect the onset of an illness before the doctor can. You know, or you can at least suspect, when a child's sudden cramps in the

middle are due to constipation and when they are due to "being on the program" at school or dreading a test in the multiplication tables. You know, if you have a thermometer, when Johnny is concealing a sore throat in order not to break that vicious invention, the perfect attendance record.

It seems tiresome to stress the importance of early training. Mothers read of habit formation and family attitudes until they are sick of them. But once again the subject crops up in connection with nursing sick children. Once he is sick, it is too late to unspoil a spoiled child; and if he is spoiled, if he lacks self-control or obedience or does not take routine for granted, his recovery will be delayed, and your

own strength, strained by anxiety and loss of sleep, may give out.

How sorry one feels for a mother who knows, before she pours the medicine, that the minute she offers it the child will begin to whine and argue; then he will kick and spill it. When she pours out another spoonful, the light in his eye shows danger ahead, for he has triumphed in the first skirmish. Perhaps this time he will try a tantrum; he and mother are now getting a lot of exercise which the doctor did not prescribe; and he doesn't get the medicine after all. Too late! Much too late! His attitudes should have been established years ago; his behavior pattern so strongly built up, it would not melt even when his temperature

reached an alarming 103 degrees. Much can be done with even the most temperamental child by a good doctor, for good doctors are also good psychologists. A graybeard, who has made his rounds in hospital wards for fifty years, once told the nurses, "A good patient is a person who has had a good family physician in his childhood."

Yes, and a good child in a hospital is one who has been nursed by a good mother at home. We use hospitals more than we used to. It seems to me that a mother can do much to prepare a child for his first hospital experience; thus she helps him to recover from possible serious illnesses in the future by wisdom in dealing with the minor ones at home.

We do not need to be told not to threaten a child with the doctor, or to lie to him by saying, "Now, this won't hurt you a bit"; but many of us do not realize how cruel we are being to our children by depriving them of a sense of security and confidence in terrifying situations. A mother who lacks self-control can stay out of the doctor's office while her child gets stabbed with a needle, but she will have to remove splinters at home; treat a nose pouring with blood; put iodine on, knowing it will sting; and, perhaps, give first aid for a burn, a fracture, or a convulsion. A child gathers strength to endure pain from his mother's example—from her voice, her facial expression, and her unhurried movements. Did Mother cry last time she mashed her finger? Does she obey doctors' orders? Does she lie on the sofa and make the family wait on her every time she has a headache? Did she tell a caller that So-and-So has gone to the hospital and had a transfusion and she just knows he will never get well? Suppose the child needs hospitalization; suppose he needs a transfusion—a very usual and unalarming procedure nowadays. He has reasoned that the hospital or the transfusion or both are instruments of sure death. His panic will not aid recovery.

Children may become familiar with many hospital procedures in their play at home. Play which seems morbid to the grown-ups may have no emotional significance to a child. Doctor sets include toy stethoscopes and thermometers, tongue depressors, and bandages; some

children add empty bottles and droppers for giving nose drops, a flashlight for examining ears, even home-made contraptions with pins on them for giving "needle medicine" to the teddy bears—for vaccines and serums play an important part in the experience of the modern child. Today's child, instead of crying at the sight of blood, will say, "Let me have a drop to put under my microscope." The dolls are taught how to behave when ether is given. And, instead of the pills and powders my own poor dolls had to take by the hundred, my doctor-son gives them: "Nothing but fruit juices today and plenty of water."

**P**ERHAPS the best prescription for a sick child is cheerfulness without overstimulation. It is better to neglect a young invalid than to entertain him constantly. I believe that mornings should be devoted to routine nursing care, as they are in hospitals, and the child should expect only a few hours of sociability between nap and supper, even when he is well enough to get out of bed. Breakfast, bathing, treatments, bed-making and tidying the room make the morning hours fly. While you are busy with other housework, you may often step into his room to see the picture he has drawn or to bring him a drink or a toy; but do not linger there or let poor Grandma, who thinks it is a shame the way you neglect your child, slip in to tell him exciting stories. When he complains of his aches and pains, take note of his symptoms, without comment, but never show con-

cern. A few pains, like earache, are too terrible to be borne alone; but others can be cured by a song. In my home, the best-loved pain-killer is a song the Negro slaves used to sing in New Orleans:

*Oh, ma Mammy, wot a pain I got!  
Take me down to de 'pothecary shop;  
Give me somethin', I don't care wot,  
To cure dis awful pain I got!*

Instead of threatening a child with dire consequences if he refuses to cooperate, try the saying invented by a little sick child many, many years ago: "The sicker you are and the grooder you are, the weller you get."

The doctor's visit is almost purely social, as far as the child is concerned. If we cannot talk about a child in his presence when he is well, we can afford to do so even less when he is sick. Of course we can help him behave himself by a little judicious praise in front of his friend and hero, the all-powerful doctor-man, whom even Daddy has to obey. "Tommy is helping to make himself well: he fixed his own gargle and remembered to use it every time the clock struck; and he practiced until he could gargle the right way." But the detailed discussion of symptoms and treatments takes place out of earshot of the sick room.

It is better not to give a young patient time to dread a painful dressing or a treatment far in advance, yet we always tell him what we are going to do to him. Once, when a certain five-year-old went to a hospital, six medical students marched into his room in

masks; without a word, two of them restrained his arms, while a third approached the bed with a needle. Fortunately, a nurse heard his screams of terror; she sent the students out; she sat beside him and explained what a gauze mask is for; then she gave him a sterile needle and asked him to prick his own arm with it; when he was calm and understood what was wanted of him, she asked one student to come in. The little boy rolled up his sleeve and offered his arm for the blood test, saying apologetically, "I didn't know you was a doctor."

For the afternoon hours, we may give the convalescent games which will help him to keep up with school work. It is almost always better to let regular home work assign-  
*(Continued on page 36)*



Children love to "play doctor" and such activity helps to establish a healthy attitude toward illness and doctors

## • THE ROBINSON FAMILY •

# Family Tensions and Irritations

by Marion L. Faegre

"WE had such an interesting discussion at school today, in our Family Relationships class," said Molly to her mother one afternoon. "We were talking about the kinds of things that cause conflicts in home life, about how differences in personality and in intelligence and so on are likely to cause trouble. The girls had handed in incidents so we couldn't tell which came from which family, and then the teacher read them aloud for us to discuss. Can you imagine—one was about a twelve-year-old girl who threw on the floor a whole bowl of cake batter she had just finished mixing, all because her mother told her she hadn't greased the baking-pan enough!"

"That does sound rather uncontrolled," replied my sister. "Are you sure it was true?"

"Oh, yes," answered Molly. "Whoever wrote it went on to tell about how this child's mother is *so bossy*—won't ever let her do anything her own way, but always has to criticize and put her word in, until the poor girl is ready to scream. After she'd broken the bowl she simply tore upstairs to her own room, and locked the door. She was evidently awfully ashamed—but I think her mother was to blame, don't you? If you stood over me and told me everything I did was wrong, every time I tried to help around the house, I might do the same thing!"

"It doesn't sound as if a very happy feeling existed between the mother and daughter, does it?" suggested Mrs. Robinson.

"Oh, there were some that were even worse!" exclaimed Molly. "I've often had the idea, when we children have been quarreling and teasing each other, that we must be just about the most uncontrolled children imaginable; but after hearing all those fusses and conflicts, I've changed my mind. Why, our house must be as peaceful as a dovecote, in comparison with some of those we heard about today."

"What kind of conclusions did you come to, as a result of your discussion?" Mrs. Robinson wanted to know. "Did you manage to decide why all these ructions happened, and how they could have been prevented?"

"Oh," returned Molly, "the teacher says that isn't the whole object of our talking about such things. She doesn't

expect us to settle things, but thinks it may help us understand our own family life a little better if we see what happens in other families. And she thinks if we talk these things over together we may see the point of view of our parents a little better.

"Like this: One of the incidents someone brought in was about how angry a girl got because she thought her mother didn't understand her or care at all about things that happened to her. While this girl, Betty, and her mother were getting supper, Betty burst out to her mother that she must have a new dress for a party she was going to because so many of the other girls were having new dresses. Her mother just refused, abruptly, as though Betty's request were perfectly absurd, and gave absolutely no explanation.

"At first, we were all for siding with Betty, but (*Continued on page 33*)





**I**T will be quite easy to decide "what to do" if Bobby's parents find the "why" for his behavior among the suggestions given us this month in answer to the question: *Bobby, aged five, is friendly to most adults but he is afraid of his grandfather.* His parents are distressed, for the boy's grandfather adores him and wants to play with him. The solution seems to be a case of turning the cause inside out—or removing the cause. From the number of responses to this question, it seems that this is a rather common problem. When it was discussed by the Peabody Parent-Teacher Association at Milledgeville, Georgia, some of the members suggested: "Perhaps Bobby's grandfather kisses him too much. Many children do not like to be kissed by men."

A New Mexico mother also believes that the fear may have been started through kissing, but for a different reason. She says: "Men do not realize how objectionable the smell of tobacco is to a child and many young children, who otherwise would enjoy their uncles and grandfathers, come to dread going near them because of the strong cigar or pipe odor on the man's breath and clothes."

One of the most interesting letters came from "somewhere in the United States." It summarizes a discussion during a parent-teacher conference, but I can find no postmark so am unable to give the name of the place where the discussion took place. This group offers several suggestions: (1) The grandfather may have done something to frighten Bobby when he was very young. (2) Bobby may have been forced by his parents to show marked respect to his grandfather; he may have been punished when he failed to do so. (3) Bobby may get punished for tricks the older children play, or his grandfather may favor one of the older children.

Some of our letters are from people who know of similar instances or who recall experiences during their own childhood. A Chicago man said: "I was never afraid of any man but I

## IN OUR NEIGHBORHOOD

An Exchange of Experiences

Conducted by ALICE SOWERS

### Bobby Is Afraid of His Grandfather

had an uncle I did not like. I did not really dislike him but I was never drawn to him. He dominated the situation and he humiliated me whenever he came near me. He expected me to remember things I had forgotten; he was constantly tripping me up over a play on words. I was older than Bobby but a child at any age can form a distaste, if not an actual dislike, for men who treat them in this manner."

"I can remember being afraid of my own father," said a New Mexico mother when this was being discussed. "My father wore a mustache from the time I could remember until he came home one day with it shaved off. He looked

### BARBARA AND MOLLY DO NOT BRING THEIR FRIENDS HOME

The parents of Barbara, aged sixteen, and Molly, aged twenty, who are popular with boys and girls, do not understand why the girls never bring their friends home nor invite them to their home. They go to shows and parties; they take drives; they go to the homes of their friends. Won't you discuss this at home, in your study group, at your parent-teacher meeting, or in your neighborhood, and write us of similar experiences which you have had and what you did about them? Send your letter to Alice Sowers, 1201 Sixteenth Street, N.W., Washington, D.C., before January 10th. The answers will be printed in the March issue.

so different from the person I had known and it seemed so weird hearing his voice coming from the unfamiliar face, it frightened me. I never did get used to him until he let his mustache grow back again."

Children's own parents are sometimes directly responsible for fears or dislikes their children develop toward other people, is the opinion of a Superior, Wisconsin, mother, who writes: "Children sometimes misinterpret statements parents make—or they give stronger meanings to them than the parents intend. This may have happened in Bobby's case. He may have heard his mother make disparaging remarks about her father-in-law. From such statements, Bobby may have gotten the idea that his grandfather is a pretty terrible person."

"I am not surprised to learn that a child is afraid of a man," said a New Mexico father. "I am surprised that more children are not afraid of them. A young child is brought to some home where the relatives are gathered for the day. Upon his entrance, they all jump at him, each claiming his attention. Or, even when one man enters a child's home, he may pounce upon him, swoop him up into his arms, shout at him in a deep masculine voice, and perhaps rub his rough face against the child's."

A little girl in Philadelphia is not afraid of her grandfather but she shrinks from him and does not enjoy visits to his home. Her aunt writes: "I know of a case which seems to be somewhat different from Bobby's but I'll write you about it just the same. If it does not help Bobby's parents, it may apply to other situations and perhaps keep other grown people from acting in this manner. I have often watched my little niece, aged eight, shrink from her grandfather. He is truly fond of her but I believe her behavior is because he doesn't understand how to let a child alone. He asks her questions continually, until the child feels her visit to her grandfather is an ordeal. I believe children will talk if you just let them do so without a cross-examination."

## Marion Parker

### Helps to Smooth Out Some of the Every-day Problems Which Beset the Home

ILLUSTRATIONS BY CAMILLE MASLINE

#### TRAINING THE MOTHER'S HELPER

THE question of household help is a very serious one just now, as there are on the one hand so many mothers of growing children who need help but can afford to pay only a small amount, and on the other hand so many girls and women who need a job but are not interested in household work. Various organizations such as the Y. W. C. A. and the American Home Economics Association have been working for years to establish some standards for both work and wages that will enable these prospective employers and employees to get together on a satisfactory basis. But the question is still largely a personal one that must be solved by each homemaker. However, there is this hopeful aspect—that if she, through her own good management, is able to secure cheerful, efficient help in proportion to her ability to pay, she will not only have eased her own situation but will have assisted in raising the standards for all household help and will have helped to prepare a future homemaker to do well if she marries in the future. I find as I try to help women with this problem, that many of them have just not thought things through so that they are constantly dissatisfied because they are ever hopeful of getting the type of service that they would like rather than that which they can afford. When this is realized, much of the difficulty can be overcome by careful training of the help available.

The first step is to go over the budget very carefully to see what can be allotted to "service" and also to anticipate an increase in the food expense if the worker eats in the home. As we cannot go into the subject of the full-

time maid, we will suppose that all that can possibly be afforded is what is loosely termed the "mother's helper" who will come into the home for a half day or about four hours. She is usually a girl still in school or just through school and staying at home while looking for a job. So she is at just the right age to be given real training in homemaking and child care. And an added advantage is that such a girl can often be found near at hand so that the homemaker has some knowledge of her family background and her health. The homemaker must decide according to the age of her children, her own preferences, and the hours when the mother's helper can come, just what part of the work of the family can be

turned over to her with real efficiency.

Is the girl to take care of the children? Then the mother must have very clearly in mind her own ideals for proper child care and child training so that she can set standards for her helper. All too often we see long-suffering babies wheeled along Main Street day after day by their irresponsible nursemaids. Or does the homemaker prefer to care for the children herself but find the general housework very difficult and fatiguing? In that case, by careful planning and detailed instruction the girl can probably do all the dishes for the day and the routine cleaning and possibly some of the simple parts of the meal preparation. Or as it probably is in most families, a combination of these two types of work will be the most relief, so perhaps the helper will take the children out two afternoons, and stay with them one evening and do the general work the other three half days. This may require a written schedule to work perfectly, but will be well worth the effort in results as the girl will have a definite picture of the home in which she is working and of her own part not just as a servant to take orders, but as a responsible worker with a vital part in keeping the home running smoothly.

#### THE LOWLY CABBAGE

WE ALL know that according to the present-day standards of nutrition, we should provide for each person two servings of vegetables other than potato every day as the most effective and inexpensive way of furnishing vitamins, roughage, and minerals. One of these servings should be from the class called green vegetables and one serving should be raw. In the winter



# HOUSEHOLD HINTS

when the variety of vegetables in the market is not so great and the price is higher, it takes more ingenuity to plan ways to use the inexpensive vegetables in interesting ways so that all the family will really eat the necessary amount. Children are, on the whole, rather fussy about eating veg-



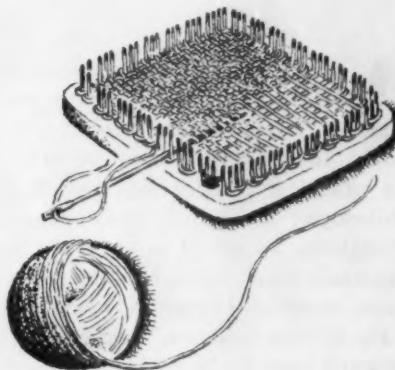
tables, but some of the more modern ways of preparation help to overcome this dislike. I have found that children, both boys and girls, are very fond of the chopped raw salads which have cabbage as a basis and that they love to chop or grate the vegetables and make the simple French dressing which goes so well with the mixture. There is so much flavor to the vegetables that the inexpensive salad oils made from corn or cotton seed can be used instead of the more expensive olive oil. A little sugar, perhaps  $\frac{1}{2}$  teaspoon to  $\frac{1}{3}$  cup of oil, seems to make the dressing a little more appealing.

Now for the combinations to use with the cabbage, all used raw and either chopped or grated. It is not wise to use the food chopper as that seems to crush the vegetables, taking away from their crispness. Carrots come first on the list as they are so inexpensive and so attractive with the cabbage, but we can also use the green celery leaves and small stalks that would not be suitable for the table, chicory, turnip, cauliflower, and squash. Or lacking a raw vegetable, small amounts of any left-over, cooked vegetable may be used, being sure to keep the cabbage in larger proportion so as not to destroy the crisp texture that we wish. To make a sweet salad to give a little more variety, add a few chopped raisins, prunes, or apricots or apples or winter pears with the skins left on, but chopped in small pieces. These salad materials may be mixed many hours ahead of time in the bowl in which they are to be served, and just enough of the dressing added to give a little shine to each bit of vegetable. Of course, other dressings may be used if the family prefers, such as boiled or mayonnaise, either home-made or purchased, but if either of these is used, it is best not to add the dressing until just before serving as it becomes watery and unattractive on standing. The cabbage also can play a major rôle in the cooked vegetable group if we remember to treat it with respect, by cooking it only just enough to make it transparent and tender and not soft. If the cabbage is cut fine, it will need to boil only six to ten minutes, depending on the quantity. It will be white and sweet, having lost the pungent flavor of the raw cabbage, but will not have developed the strong disagreeable odor and dark color that is caused by a chemical change that takes place in all strong juiced vegetables when overcooked. In this class are cabbage, cauliflower, Brussels sprouts, broccoli, and onions, all of which are so much more attractive in both color and flavor and will cause no after effects if cooked just enough to soften. After the cabbage is cooked it may be used alone, with butter or just a little milk, or it may be served in a tomato sauce, or in a cream sauce with carrots, or with many varieties

of canned vegetables such as string beans, peas, or corn, or helping out as a hearty main dish with a little cheese in the white sauce. Or with a layer of left-over meat, dried beef, canned salmon or smoked fish it makes a fine scalloped dish for a winter luncheon or supper.

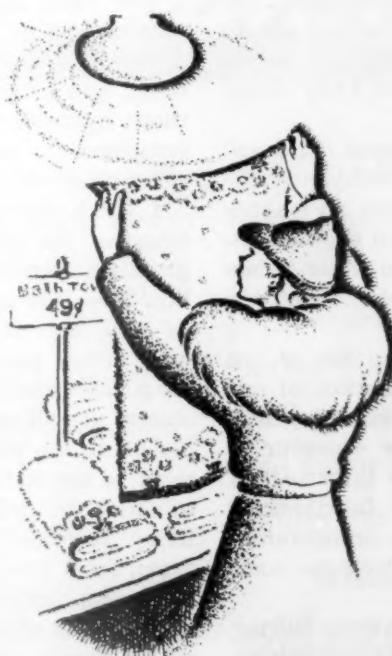
## THE FAMILY BULLETIN BOARD

A FAMILY bulletin board is a great convenience, as it gives a place for interchange of messages within the family and also a center for incoming



and outgoing mail. A large board of soft wood covered with felt or burlap, or even a large piece of beaver board, should be hung in a location that will not be too conspicuous but will be handy to the outside door. Then each member of the family will automatically glance at it when entering the house. There should be a definite space marked off for each member of the family and then one general space, and two boxes or baskets for the mail could be mounted just at the side.

This bulletin board would not be for regular schedules or reminders of routine tasks, but would be for the telephone message that is so likely to be forgotten, the important notice that John is not to go to his music lesson today as his teacher is ill, the directions to the older daughter to start supper as Mother will be late in getting home, the special word of praise to some child who has done a particularly good piece of work on some routine job. On the general family space can be tacked up, to be shared by all, jokes, verses, cartoons, a good radio program, a specially good paper from school, or a notice of a family picnic for Saturday afternoon. The children can (Continued on page 35)



## EDITORIAL

### The Philosophy of the Parent-Teacher Movement

#### II.

by VIRGINIA MERGES KLETZER



**A** PHILOSOPHY, like beauty, is largely in the eyes of the beholder. The philosophy of a great movement such as the parent-teacher movement is, without doubt, the composite conception of its implications and its practical application. But I can only define this philosophy as I behold these conceptions and these applications. To me it is an evolution of the increasing emphasis upon, and understanding of, human relationships, especially those between the adult and the child.

Each year science, medicine, and education bring forward new facts which bear vitally upon the well-being of the child and upon his development. Unless these facts can be disseminated to the great body of adults who deal directly with the child and to those who are responsible for our social machinery, the advantage to be gained from increased knowledge is slow and in some cases almost negligible.

In this parent-teacher movement I see an increasingly large number of people stirred to the realization of the importance of human relationships; I see them concentrating their thought and love and service in behalf of childhood, recognizing that this is the foundation of our whole social structure. They recognize the force of organized effort.

I see a people, not bemoaning the "good old days" but appreciating the opportunities of today and the possibilities of tomorrow. They are intent on making their homes a place in which children can grow physically, socially, and spiritually. They are eager to acquire every skill and technic that will bring about this congenial, satisfying home.

They recognize the importance in the life of the child, and therefore in the life of the nation, of our schools, from the nursery school to the university. Because education is so important, they endeavor to keep abreast of it. They wish to keep informed on educational matters, not to usurp the functions of the schools, but to secure cooperation—cooperation from the individual, from the home, and from the community.

I see in the parent-teacher movement a crystallizing of public opinion regarding public responsibility to

childhood and youth. This is manifested not only in the public attitude toward education but in the public attitude toward social standards. It results in protective machinery in the community, state, and nation: juvenile courts, safety regulations, sanitation control, and other health and welfare services. It results in a combined effort to curb, counteract, and, where possible, eliminate those forces in the community which are detrimental to childhood and youth. It unites people for thoughtful planning and for unselfish service and we see growing out of this service and this planning cleaner, more wholesome cities with parks, recreation centers, and libraries. We see cities that afford opportunities to hear good music and see good pictures, and not only to hear and see, but to make music and create art. We see a countryside that is richer in opportunities for the rural child, so that he is no longer the nation's step-child when it comes to educational and social advantages.

You see, I am painting a picture, not of a crusade or a revolution, but of a rising tide. It is a rising tide of knowledge of those things which make for better living and better living together; of understanding of those agencies which make for a richer and fuller equipment to meet life; and of responsibility for the community and what it offers.

I think this great parent-teacher movement, because of its unselfishness and its consecration, will gradually penetrate the entire structure of American life. This tide is rising in other nations of the world as well, and from it all will result better children with better parents in better homes, served by better schools and better communities; but even more inclusive, it will result in a better world to live in.

And so the philosophy of the parent-teacher movement to me is the pulsing of a great force dedicated to childhood and youth and bringing in its wake finer living through understanding and doing. Our program, from the National down and from the local up, is uncompromisingly pressing in this direction. Our literature is steeped in it. It is a worthy philosophy with a worthy scroll of accomplishment.

*Kellogg's*

# CORN FLAKES

• OVEN-FRESH •  
FLAVOR-PERFECT

THE ORIGINAL HAS THIS SIGNATURE  
*W.K. Kellogg*

MADE BY KELLOGG IN BAT...

*Cold-weather comfort*

CHILDREN who have plenty of energy can enjoy the pleasures of winter. A small body that is filled with vitality has nothing to fear from cold weather.

Kellogg's Corn Flakes are rich in energy-producing elements. And children love their crisp goodness.

A big bowl of Kellogg's in milk or cream will help the children off to school on a cold morning. Serve for a snack after school. Tests prove that children sleep better when

they have Kellogg's for their bedtime supper. They digest easily—do not overload small stomachs.

The *original* Corn Flakes, better made, better flavored, better packed—only by Kellogg in Battle Creek. Always oven-fresh and flavor-perfect. Quality guaranteed. Sold by grocers everywhere.

**Nothing takes the place of**  
***Kellogg's CORN FLAKES***

## ADVENTURE

(Continued from page 11)

think has come to our school today? Nora. Don't you know, her mother used to cook for the people next door and she came to play with us. She was the one who was neat about table manners and untidy about books." After a lapse of years, she still had Nora pigeonholed for two tendencies, one deplorable from the point of view of our book-loving family, one enviable and to be emulated, as I had probably pointed out myself at some nursery supper-table when Nora shared their repast. To know that someone who has a serious lack in one way merits our respect in another lays a basis for judgment.

SOCIAL adventures appeared to be the ones which certain parents demurred at for girls, so I have begun with these. But a spirit of lively experimentation in skills and occupations offers individual satisfactions to girls as to boys. We no longer shut girls out

from physical adventures from the fear of their being tomboys, as happened in our grandmothers' day. That is probably why my advice to let children enjoy sports like riding, skating, and boating, which have certain physical risks but are rewarding for a lifetime to those who master them, went unquestioned, when my advice to let girls explore in certain social fields was considered dangerous by some.

Yet the moments of crisis in physical dangers are more evident, perhaps. The mother whose little girl had to cling to an overturned sail-boat for an hour before she was rescued might well have been tempted to keep her daughter away from boats for her own peace of mind. But what she had to do, of course, was to erect a guidepost at that place, not to build a wall across the road. If an experience which is a deep one for a child as well as a parent can be used to foster greater common sense and courage and not to breed terror and discouragement, its part in education is a great one. To grow up afraid

of horses because you were dumped off as a child is pathetic. To live fenced in by bugbears is not to live at all.

Instead of holding girls back from new experiences, there are certain ones we might put in their way far earlier. One example comes to me from the field of social service. The innate desire in women to help the unfortunate is one of the finest things we can foster in them. It often finds its first expression when a girl begins to feel herself independent and when parents hate to see her risk physical and social dangers which they think she is unprepared to face. The answer is to prepare her earlier by giving her a chance to face the fact that there are sickness and inequality and poverty in the world and that there are places where even little girls can help.

An adventure I had with a group of twelve-year-old girls gave them this very experience and at the same time diverted spirit, which showed itself in mischief, into channels of real service. They were in my English class and as

## IT'S UP TO US

### What Children Do

by Alice Sowers

ILLUSTRATIONS BY RUTH STEED



Sister: Take my hand, Anne. Something might hit you.



Sister: That's right, Shirley. You can walk alone if you cross with me.

#### Anne is afraid to cross the street; her sister told her she might get hurt.

Already just a bit timid and needing reassurance, she is made more fearful by her sister. Accustomed to holding the hand of someone who sees that she gets to the other side, she is missing the practice which Shirley has in learning to cross the street safely. Shirley is learning to depend upon herself although she has the security which comes from walking close to her sister. Soon both small girls will be going to school; sometime they must learn to go alone. By that time, Anne is apt to be more dependent on someone to protect her while Shirley has gradually grown in ability and assurance to make the trip by herself.

restless and troublesome a little crowd as the school contained. I dealt with them as best I could, contriving somehow to keep a gleam in my eye, along with a stiff upper lip. It was perhaps in tribute to that gleam of fun that they offered surprisingly to initiate me into their mischief-making club.

"Are you sure you will really want me in?" I asked. "I may have ideas of my own, you know."

Privately, I suspect, they couldn't forego the joy of initiating me with all sorts of rites which it would be delectable to administer to a teacher. But they risked my having ideas as a member and I risked the rigors of initiation. And the upshot was that I came to learn the inner spring of the mischief which had harassed old ladies in the neighborhood and teachers in the study room. The girls were simply overflowing with ideas which had to be put into action, which needed human responses. They wanted to affect people with their personalities and so far the effect had been unpleasant but sufficiently vivid and exciting to suit them. As a member, I had one or more ideas along this line. And one was to take over the entertainment of children at a convalescent home near-by for one day each week. The fact that this alarmed their parents, at first, made them particularly keen about it. But even after the parental fears were allayed, the venture held its charm. The joy of welcoming faces waiting for our visits, the plans for games and stories, the making of paper dolls and planning for festivals took so much time that they had no leisure for ringing old ladies' doorbells and hiding their lily stakes under the back porch.

These girls were ready for their later ventures into social service in a way which those who had waited for the ardors of college days to sweep them into it, were not. They had gained confidence in themselves as people with something to give from their store of vigor and means and skills which others, deprived of all these things that they had taken for granted, sorely lacked. And into each week had come an adventure which might bring a new face into the audience, a new word of admiration and ecstasy, a new sense of power.

Some of the parents thought first of all of the dangers—contagion, strangeness, new influences. If they had let these fears triumph instead of finding that none were really valid reasons for abandoning a fine new road to experience, their girls would have been turned back with their abundant energy and lively minds to mischief and foolishness really dangerous. We dare not be afraid of the unknown.

And when our girls reach out to seize new power over the future we should be proud and glad—not dismayed.



## Listerine gargle kills millions of germs associated with colds and sore throats

**I**F you are a regular user of Listerine Antiseptic because you like the wonderful freshening effect, you've probably made this happy discovery: that you have fewer colds and sore throats—and milder ones—than you used to.

Such results are not at all surprising. Remember, that when Listerine Antiseptic is used as a gargle, it kills on throat and mouth surfaces, literally millions of the bacteria associated with colds and simple sore throat. Even 4 hours after its use, tests have shown germ reductions in mouth rinsings ranging up to 64%.

Get in the habit of using Listerine Antiseptic twice a day—at least during the winter months. See if your health is not better. At the same time note how much cleaner and fresher your mouth is—how much sweeter your breath.

LAMBERT PHARMACAL CO.  
St. Louis, Mo.

**LISTERINE**  
*The Trustworthy*  
Antiseptic



# This young mother knows how to help END A COLD QUICKER



## The 3-Minute VapoRub Massage

Massage VapoRub briskly on the throat, chest, and back (between and below the shoulder blades). Then spread it thick over chest and cover with warmed cloth.



SHE'S so proud of her small, new son. No wonder she takes such care of his health. When this young man comes down with a cold, she gives him a 3-Minute VapoRub Massage—and promptly, too!

It takes so little time, and does so much!

### Relieves colds these two ways

Almost before you get the VapoRub well rubbed on, it starts to bring relief two ways at once—two direct ways:

1. *Through the Skin.* VapoRub acts direct through the skin like a poultice or plaster.

2. *Medicated Vapors.* At the same time, its medicated vapors, released by body heat, are breathed in for hours—about 18 times a minute—direct to the irritated air-passages of the nose, throat, and chest.



This combined poultice-and-vapor action loosens phlegm—relieves irritation—eases the cough—helps break congestion. (It is to strengthen and lengthen this double action during the night that VapoRub is spread *thick* on the chest.)

As this two-way treatment eases the youngster's distress, he feels more comfortable, relaxes, usually drops off to restful sleep. And long after sleep comes, VapoRub keeps right on working. Often, by morning the worst of the cold is over.

### Avoids risk of stomach upsets

Two generations of mothers have chosen Vicks VapoRub as their favorite remedy for the frequent colds of childhood. As every mother knows, constant "dosing" with internal medicine may upset digestion, interfere with appetite, and thus lower body resistance just when it is needed most to fight a cold. Vapo-

Rub can be used freely, as often as needed, even on the youngest child.

*For grown-ups, too.* You never get too big to appreciate the comforting relief of a 3-Minute VapoRub Massage—and VapoRub's long-continued two-way action.

OVER

53  
26  
47

MILLION VICK AIDS TO BETTER CONTROL OF COLDS USED YEARLY

## THE TAMING OF THE COLD

To mothers' eyes, especially, this story may well bring a sparkle—for it's always "mother" who worries most about the family's health.

This is the story of how that common nuisance, the common cold, was brought "under better control" in the biggest cold-clinic of its kind ever held. In this clinic, thousands of followers of Vicks Plan for Better Control of Colds averaged a saving of *more than half* the sickness from colds.

### Fruits of Victory

This clinic began in 1932. The final test was concluded in 1936. A total of 17,353 people took part in these clinical tests.

Look at the remarkable average results: Vicks Plan followers escaped one out of every four colds.

The colds they did have were shorter by more than one-fourth.

Just think what that meant in reducing total sickness due to colds—a saving of more than half (50.88%, to be exact)!

Even greater was the saving in school absences due to colds (57.86%) . . . as shown in tests among 7,031 school children.

### Half On—Half Off

This clinic consisted of a series of tests. In each test, those taking part were divided into two groups. One group followed Vicks Plan. Those in the other group simply followed their usual practices regarding colds.

### Doctors Play Important Role

Results of the first two clinical tests had seemed almost too good to be true. Additional tests were then made—supervised by independent, practising physicians. Records were kept under their direction, then sent by them direct to a firm of nationally-known public accountants, who tabulated and certified the results. And these results averaged better than ever!

### What Is Vicks Plan?

Vicks Plan is a practical, easy-to-follow guide, designed especially to help mothers in dealing with the family's colds. It represents the 30 years' experience of Vick Chemists and Medical Consultants in dealing with the problem of colds.

Vicks Plan recognizes the importance of healthy living, to help Nature build and maintain body resistance to colds—and, at the same time, the Plan provides proper medication for different types and stages of the common cold.

### What Can Vicks Plan Do For Your Family?

Naturally, results vary among followers of the Plan. What it can do for your family may be less—or more—than it averaged in the clinic. But doesn't its fine record in these clinical tests make it well worth trying in your own home?

You will find complete directions for following the Plan with each bottle of Vicks Va-tro-nol, your handy aid in preventing many colds; and each jar of Vicks VapoRub, your family standby for relieving colds.

### Vicks Invites You to Hear Nelson Eddy Sunday Evenings

The originators of Vicks Plan invite you to listen in to Vicks Open House—with Nelson Eddy, famous singing star of screen and radio. Every Sunday at 8:00 p. m. (EST), Columbia network—coast to coast—WABC, etc.

### Follow Vicks Plan for Better Control of Colds

(Full details in each Vicks Package)

**H**AVE you ever heard the principal of a school say with some feeling that he would never permit a parent-teacher organization in his school? What underlies a fervid stand of this sort? Apparently there must be some units of this vast association, organized to bring about a closer understanding and cooperation between parent and teacher, which do not function in the manner anticipated and desired. In fact, some few of these local units have several times over merited any of the derogatory statements concerning them.

But this is the exception rather than the rule. The fact that a local organization can so far lose sight of its objectives that it becomes a detriment to the efficient functioning of school affairs makes it incumbent upon each branch of the association to evaluate strictly its purposes, program, and ideals at frequent intervals. It is important that the stress of a local situation, because of its nearness, hence exaggerated importance, is not allowed to dominate the policy and functioning of the association.

Who is to blame when a local organization suddenly veers off at a tangent from its avowed purposes and collides head-on with the administrative policies of the school officers? Can the fault be laid entirely at the door of those cliques, found in nearly every community, whose chief delight is to "start something"? The answer might be "yes" if the principal can wholeheartedly say he had attempted to guide the efforts of his P.T.A. along worthwhile lines. It is when this guidance is lacking that attention is given to those elements of school procedure which the principal prefers to have remain strictly his own concern. What is the fallacy of objecting to a P.T.A. in the school for fear it will tread on *verboten* matters? Simply that the principal or superintendent is constrained, at some time, to justify his educational policies and system to the parents in the community. A negativistic stand in regard to P.T.A. may throw the balance of community opinion in opposition to the principal. Then, too, what better way can be found to help parents to understand the school, information necessary to draw parent and teacher together in the interest of the optimum development of the child, than in small doses over a series of parent meetings? The fact remains that the school must be sold to the parents of the community. What better means than through a parent-teacher association?

But how can parents be given a part

## AN ASSET . . .

## OR A NUISANCE?

by Carl H. Kumpf

in the adoption of new school policies without the principal losing control of the situation? We know that when given a share in a decision, the individual feels greater responsibility for the success of the outcome of that decision. How, then, can the situation be handled to permit a large share of parental participation yet keep the reins directing school procedures entirely in the hands of the educational specialist, the school principal? For explanation, permit the citation of a few factual cases as they grew in the P.T.A. at Amherst School #13 in Egertsville, New York.

THE first step in parent participation in school affairs was the inauguration of what we call "family talks." These are talks on school problems by the principal, usually brief, in which certain troublesome points, connected with the morale of the school, are aired. These talks might concern attendance, or how to interpret report cards, or school visitation by parents, etc. Not long after the inception of this plan of family talks, the parents entered easily and naturally into a discussion of the points brought up, thereby making themselves a part of the suggestions made and the conclusions drawn. Starting as a means for the principal to interpret his school to his patrons, this plan has now become a means for each parent to express himself so that, with only minor adjustments, many otherwise unknown criticisms have been removed or corrected.

The discussion coming from these family chats was so discriminating and showed such understanding interest in school problems that we planned to give it full use at the time we revised our report cards. Preliminary work on revision was done through a year of study by the teaching staff of the school. Realizing that much of the research thus done would be wasted unless the new plan was thoroughly understood and whole-heartedly accepted by our patrons, an appeal was made to the president of our P.T.A. to

present the plan of a new reporting system at one of the meetings.

Our president was enthusiastic over the possibilities of the idea and subsequently turned over one of the last meetings of the year for a panel discussion on report cards. A panel was soon drawn up consisting of some sixteen parents and a teacher, with the principal acting as chairman. The group which formed the panel was purposely made a mixed group in point of sex, economic status, intellectual ability, and geographical location in the community. A special library was set up in the school from which panel members could obtain selected references on report cards. On the night of the meeting the panel spent some forty-five minutes in an intelligent, analytical discussion of the various phases concerned in report card revision. After that, the meeting was thrown open for general participation by the audience. Many questions were asked from the floor which the members of the panel attempted to answer in a manner that indicated that they were well aware of the issues involved and recognized the merits and weaknesses of the various phases in the new plan.

As a result of this discussion we now have for use this year a report card that places more emphasis upon character education than upon scholarship. It is more analytical in that it indicates the strengths and weaknesses of the child within a subject or character trait; it permits direct comment on the pupil by either parent or teacher; it classifies the pupils as doing satisfactory or unsatisfactory work or showing an improvement. Had this problem of report card revision been attempted without this frank discussion by parents, it is possible that many of the factors in the plan or even the entire plan itself would have failed completely.

Due to the intense interest displayed in the panel meeting of last year, another panel discussion is scheduled for this year. This time the matter of nursery edu-

(Continued on page 28)

## **AN ASSET . . . OR A NUISANCE?**

(Continued from page 27)

tion will be discussed, with the possible result that we may add nursery education to the school program.

**I**N our school district there is a small section in which families of low economic status gather. This section, consequently, is productive of many underprivileged children. Our P.T.A. has done much to erase outward differences of children in this group as compared with more fortunate youngsters in the school. A group of some dozen mothers have organized a sewing club which provides clothing of all kinds. As a result, one could walk into any classroom and would be unable to detect by outward appearances which of the youngsters were of the underprivileged group. Milk is provided daily, practically the whole year through, for these same youngsters. This year, funds enabled the inclusion of very necessary dental work in this program of assistance. And all of this service is done quietly, without ostentation, so no recipient of benefits has any cause for embarrassment.

In addition to the foregoing for a special group of our children, we can always count on our P.T.A. organization to furnish hot cocoa at the school skating party, or ice cream for all pupils at the annual play day, or a trophy for field day competition. As a result, the children of the school look upon the P.T.A. with the highest favor.

Home room mothers have proved an asset to the classroom teacher during the past year. We have always been able to count on our parents for transportation of the pupils in the class, but sometimes it meant a great deal of telephoning and organizing on the part of the individual teacher. Now the teacher merely makes one call to the room mother and that individual cares for all details concerning transportation. In like manner the teacher can quickly broadcast for aid in the development of a unit of work. Parents are made aware of what materials are needed by the class and as a result there has been much enrichment of the work of the classes due to contributions by parents.

Another important asset of the home room mother organization within the P.T.A. can be illustrated by the following case. We have long considered our noon hour situation a problem because of the overlong period of time allowed and the lack of adequate supervision. Finally, the staff decided something had to be done to curtail the improper learning situation that had grown up during the noon hour. Certain recommendations for improvement followed a period of study on this problem by

the faculty. Now came the not always easy task of selling the idea of change to the parents. Room mothers were contacted and with little effort a tea was arranged at which the problem of the noon hour was presented. After a discussion by the parents our recommendations were proposed. After another period of discussion these recommendations were accepted for trial.

To be sure that all the parents would be reached, a letter of explanation was sent home with each child to be affected, together with a ballot. When all returns were in we found some 78 per cent of the parents favored the change, 13 per cent were undecided, and only 9 per cent preferred the old status. We attribute this remarkable endorsement of policy largely to the fact that our parents were consulted and were regarded as rational beings who wanted the best for their children as much as did the school.

Our P.T.A. has already given generously to the school library. Present plans now include the purchase of trees for our new playground. Much assistance has been given our club program by certain of the P.T.A. members volunteering as club sponsors along the lines of their hobby interests. The clubs sponsored by these parents draw mem-

bers as well as any conducted by the teachers or principal.

The programs sponsored by our P.T.A. combine education, socialization, understanding of childhood, amusement, and general worthwhileness to a remarkably well-balanced degree. As school people we find the general effect of these programs one of great aid in interpreting our work to the parent.

Possibly sufficient evidence has been presented with all of the foregoing to support the contention that our P.T.A. is anything but a nuisance. And we don't feel we have reached any sort of Utopia in the matter. However, we can say, with some conviction, that much advantage has accrued to the children of our school through the close contact and cooperation of parent, child, and school. We feel that this is, to a large extent, a direct result of understandings gained in P.T.A. meetings. Any principal or teacher who has a constructive program which he wishes to put into his school with the least amount of difficulty should welcome a P.T.A. organization as the easiest, quickest, and altogether most satisfactory way of selling the program to the community and thereby gaining its adoption.



PHOTOGRAPH COURTESY LINCOLN SCHOOL

"Some days the group will engage in oral reading"

## **"THEY USED TO TEACH CHILDREN TO READ"**

(Continued from page 7)

not imply that Grace Hamilton will learn to read without knowing one letter from another, but perhaps it does explain why she may be doing very well in school—as Miss Norris, her teacher, reports—and yet at Thanksgiving be unable to repeat her ABC's.

*Printing before writing.* In a num-

ber of schools children are not introduced to ordinary handwriting in the first grade or, perhaps, even in the second. The teacher and the pupils use what is known as manuscript writing, or printing. Whatever advantages and disadvantages there are in this method in so far as handwriting is concerned, there is clear-cut evidence that the ex-

clusive use of printed symbols in the first grade is an aid to children in learning to read.

*Teaching the letter sounds.* A certain amount of practice in analyzing words is usually given in reading classes. Children need to master the sounds of letters, and letter combinations, in order to cope with the new words which they encounter. However, this is no longer the point of departure. Phonetic instruction has proved quite ineffective throughout the first half of the first grade. It should not begin until the pupil can recognize at least 100 words at sight, until he has learned to use reading as a "thought-getting process," or until he has begun to note freely the gross similarities and differences in words.

*Different types of reading instruction.* The reading period in the modern school does not follow a standard pattern day after day. Some days the group will engage in oral reading. But no longer does "John, read the next paragraph," while the rest of the class "watch closely for his mistakes." The oral reading is done in a genuine audience situation. John has something which he wants to read to the class; he thinks it is interesting; he has prepared himself to read it well. The class has not read it; they want to hear it. And so John reads to his audience—not a paragraph, but a whole selection. On other days the group will read silently, sometimes from the reading textbook, vying with one another to find the answers to certain questions, to locate some bit of information, to find the central thought expressed, or perhaps to gather a list of related facts. Or, perhaps, the silent reading period will find each pupil reading in a different book according to their several interests and needs. Still other periods will be used for dramatization, drill, listening to the reading of some beautiful story or poem, practice in the use of dictionaries, or practice in finding materials in the library.

*What the pupils read.* The kind of reading program just described obviously requires the use of something more than a reader, no matter how splendid the textbook may be. Sets of supplementary readers, books from the school library, books from the public library, books which the pupils bring from home, texts and reference books used in other classes, children's magazines, and children's newspapers—all these are used in the better reading classes of today. The average pupil is now expected to read eight or nine books while in the first grade, and more than that in each succeeding grade up to seventeen or eighteen in the sixth grade.

These facts may explain why James Farrell said, "We didn't use our readers today, (Continued on page 30)



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To encourage the establishment and continuance of loan service, parent-teacher bookshelves of Congress material, the National Congress of Parents and Teachers offers combinations of books and posters at special discount prices.

Write to the National Office for suggested Congress Publications for city and county council bookshelves and for large and small parent-teacher association bookshelves.

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**"THEY USED TO TEACH CHILDREN TO READ"**

(Continued from page 29)

Mom." Notice that he didn't say there was no reading lesson, but only that they didn't use their readers. When the year closes, Jimmy probably will not know his reader by heart as his mother did, but he will have read about ten times as much, and furthermore, he probably will be a much better reader than Mrs. Farrell was when she was in the third grade.

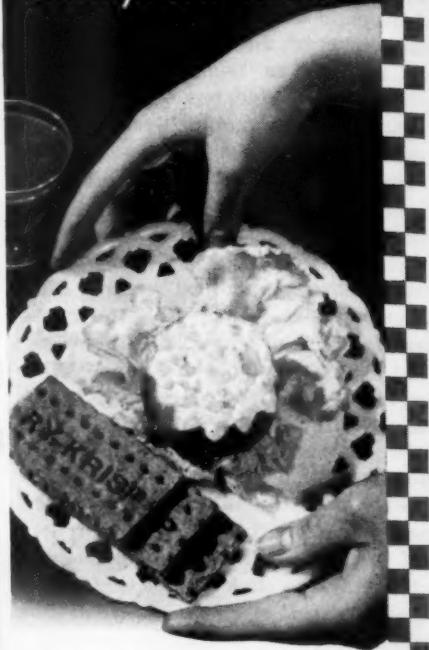
*Attention to the individual child.* In spite of all that has been done to make it easier for children to learn to read, many pupils still have difficulty with reading. Some confuse such words as "was" and "saw"; others seem completely baffled by each new word, even though it is similar to a word already known; some have difficulty in keeping the place, or following the lines; some develop bad habits such as pointing to each word with the finger, or whispering the words when they are reading to themselves.

Even in the schools of "the good old days," children had difficulties such as these. Some never learned to read; some learned to read after a fashion, but never well; some overcame their difficulties, for the most part, unaided except by practice. Those who had difficulty were expected to take their readers home and *study* their reading lessons. Now when a child has trouble, an attempt is made to find out exactly what the trouble is. Special reading tests have been developed for this purpose. Then, when the nature of the difficulty is discovered, the teacher works to correct that difficulty. The pupil isn't sent home to study his reader; he is given whatever practice he needs in order to correct a certain, known weakness. Perhaps he reads too slowly. In that case, the best possible corrective work may be to have him read a large number of very easy stories. Instead of bringing home his reader, Johnnie may come home each evening with a story book and still be studying reading in the best possible way.

**Effective cooperation.** There is as much need today as there ever was for effective cooperation between parents and teachers in the development and guidance of children's reading habits. Our friends Mrs. Farrell and Mrs. Hamilton are to be commended for their genuine concern over the progress of James and little Grace. Before they can be of any material help to the children, however, they must know what Miss Norris and the other teachers are doing, and why they are doing it. Parents and teachers must work together—not at cross purposes.

Would it be helpful, for example, for

... and  
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Served with soup or salad—as breakfast toast or appetizer—these brittle-crisp wafers with their unique rye flavor always make a hit.

*And remember—Ry-Krisp guards the waistline, too.*

There's nothing in them to put pounds on the figure. In fact, Marion Talley's famous recipe for reducing is to eat Ry-Krisp as bread at every meal—and she now weighs 107 pounds! Ry-Krisp tastes delicious—is filling but not fattening.

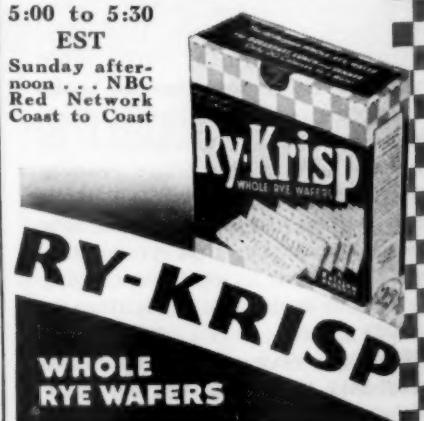
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Mrs. Hamilton to teach Grace her ABC's and to make her word-conscious? Certainly not. Miss Norris can tell her other things that would be helpful, but not that. Perhaps she should read to her more; or get her interested in picture books; or have her practice telling about different incidents. Perhaps Grace's reading would be helped most by using every possible opportunity out of school to see and do new things—to develop new interests and broader experiences. Perhaps the best help can be given her by having some physical handicap corrected, or by taking unusual precautions to safeguard a rather meager store of physical energy.

In many instances the best help that parents can give to reading teachers is to supply, in the home library, a number of suitable children's books and to encourage children to read widely from library books and books obtained from other sources. At times they can render real assistance by supervising certain out-of-school work that the teacher would like to do but hasn't the time to carry out. In every case, the help given at home should be planned by the parent and teacher working together for the accomplishment of a common purpose. Have you talked with your child's teacher this year about his reading habits and planned with her the things that you can best do to improve those habits? If not, you should do so at once; for there is much that you can do to make reading for your child an interesting and delightful adventure.

### FAMILY SAFETY AND THE COMMUNITY

(Continued from page 14)

many schools, hire many teachers, construct dozens of public buildings, improve hundreds of miles of streets and highways—you complete the list. That amount of money is almost inconceivable, but it comes out of your pocket and mine.

Consideration of safe recreational facilities opens up another large field—supervised playgrounds and guarded bathing beaches (there were more than 7,000 drownings in 1935).

And in industry the family and the community have another large stake that safety will protect—16,500 occupational deaths in 1935, which means simply, and tragically, that there were that many husbands, sons, mothers, sisters, brothers, and sweethearts killed while engaged at that essential business of earning a livelihood if the family and the community are to thrive.

#### SAFETY BEGINS AT HOME

BUT members of the family need go no farther in their communities than

their own homes to accomplish great things in the field of safety. Those 31,500 home accident deaths represent 30 per cent of the total for 1935. We literally can "put our own house in order" before or while we approach other family and community safety problems. Cuts, scratches, burns, falls, poisonings, scalds, fires, infections, electrocutions, and even drownings, occur by the thousands in American homes every year.

A study of a cross section of American domestic life was concluded in 1936 by the National Safety Council that permits accurate observations of this home safety problem. With the cooperation of the Works Progress Administration a survey was made of 4,602 home accidents in Cook County (Chicago) that put patients in bed at the Cook County hospital during 1933 and 1934. The study showed that 63 per cent of the total of accidents were caused by falls; 37 per cent of the victims were children under fifteen years of age; 39 per cent of the accidents occurred outside, but near, the house; 20 per cent of the accidents were due primarily to disorder; 68 per cent of the injuries were fractures.

However, comment about accident experience could go on almost endlessly. Safety for the family and the community means safety everywhere, for it is the family and the community that create the hazards that cause accidents. These words of mine might more aptly be called "an introduction to the study of family safety and the community," written in the hope that they will stir resentment against those persons and conditions that make safety a serious problem. There is danger everywhere and, ironically, there is no absolute safety, no matter how loudly we may shout about it or strive to attain it. As long as human beings have commercial and social intercourse there will be the threat of accidents.

But by education that is aided by the cooperation of wise enforcement of good laws and safety engineering we can reduce the occurrence of accidents to a minimum. And education for safety has been recognized in many school systems in this country by the establishment of formal courses of instruction that teach our children the rudiments of safety and attempt to create juvenile attitudes from which will grow sound habits that make forethought about safety the pattern of their design for living.

About 274 persons died in accidents on the day you read this. What are you going to do about it? Accidents and the deaths and injuries they cause are real factors in the kind of life you and I live, not just something to read about in the newspapers. The National Safety Council can help you with the detail of any safety effort you make.

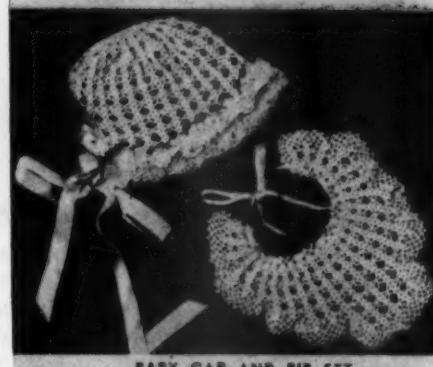
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Send for the Special Package which includes not only directions for the articles above, but for three additional items as well; a collar and cuff set, a beguiling baby pillow, and a dainty pillow for the boudoir.

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## FORCEFULNESS

(Continued from page 9)

social orders. In these times of change there must be constant conflict between the new and the old. With each new change, custom, and form there must come need for social adjustment. There can be no static society. We are plunged into this era. The problem is to find the way forward, through effective adaptation to new difficulties, new problems, and new environments. This means we must face and solve problems of seething industrialism; of perplexing racial adjustments; of complex agricultural evolutions and revolutions; of the defective, delinquent, and dependent masses of population; problems demanding skilful adaptation, powerful reserve, and intelligent cooperation. As parents, we can do much to guide our children, the citizens of tomorrow, into the use of attitude, as an expression of forcefulness in individual and group character development.

The second key word is *background*. Here we have the stage and scenery on which we play so many of the human processes. When one clearly understands the history of a nation one becomes better able to interpret its present life. An understanding of a Sparta, a Rome, a German Federation, a war between the states, or the recent World War finds one better able to make a clear analysis and understanding of the fall from power or the climb to progress, attainment, and achievement. We understand this because we know background.

In an unusually brief span of time, means and methods of transportation by steamship, railroad, automobile, and airplane have completely revolutionized contacts. Time is being conquered, and space is obliterated. Any part of the world is within handshake of any other part. On all sides we see an emphasis of standardization. Mass production, public education, leavening of standards of morals, imitations of styles, spread of common languages, and mediums of exchange all tend to demand that the individual submerge his individualization to socialization. And yet let us note background. The individual is the unit of society, and it is necessary to recognize individualization for complete appreciation of wholesome socialization. Individuals differ in types of work and in social rank and culture. Individuals differ widely because of wealth and economic status; they differ because of family traits and heredity tendencies and because of artificial social standards. They differ because of language, religion, and general education; there are varying interests and opportunities, and organic differences in ability and intellect. Thus we should see how

necessary it is to study the background of each person if we attempt to understand the individual in terms of the social processes and the social processes in terms of the individual.

The third key word is *facilities*. Are you interesting children in *things*? So often we hear that we must put less emphasis upon material things and greater interest in the spiritual and moral. While there is general agreement with this emphasis, may we take this opportunity to stress the interest in things as an element of forcefulness—an interest in the field of invention, discoveries, research, and mechanics. Myriads of inventions and discoveries,

pedagogical facts, but with the great philosopher Socrates let us interpret it to mean "know thyself." Or, as Shakespeare says in *Hamlet*, "This above all—to thine own self be true and it must follow, as the night the day, thou canst not then be false to any man." Modern youth has been receiving unusually severe criticism at the hands of its elders. The problem is not that we should worry about what one generation says about the other, but to ask ourselves, "Do we know and understand our generation? Are we sure of our physical, mental, moral and social behaviorism?" It is absolutely certain that it will be just as necessary if not perhaps more important to study in the art of living and the art of living together as well as the art of making a living. If the outstanding contribution of the past decades has been physical achievement, it is safe to assert that the contribution in the next few decades will be sociological and psychological achievements.

To know ourselves better and why we do things and more clearly to understand social processes is a test and challenge of modern education.

Another key word is *faith*. We are not thinking of religious or denominational faith as such, although much of this can be put into a program of this type. Rather would we interpret faith as confidence in our ability to achieve.

The pioneers of American life never doubted for a moment that there would be an America. Through our entire history this faith has found reward in achievement. Through the pages of history we read of the dream of Joan of Arc, of the ideals of Florence Nightingale, of a Madame Curie inventing. We find a Socrates drinking the hemlock, a Jesus crucified, a Beethoven struggling, a Wilson planning, or a Lindbergh daring. Each possessed confidence in the principle to be advanced or the deed to be accomplished.

Certainly in this very practical age we need to build with our children ideals, visions, dreams, and aspirations. To develop a faith within the child that these potentialities can be literally interrelated into practical living is an adventurous challenge for us. To join hands with our children in reaching these goals will prove to be one of the most stimulating activities of life.

Our last key word is *release*. From time immemorial slavery has existed in its manifold forms. Nations have been bound in fetters of political intrigue, races have groped through superstitions and fears, classes have been tied to traditions and customs, and individuals enshained in knots of malicious thoughts and perilous practices.

The history of mankind's search for freedom is a story of constant battle between tolerance and intolerance. On

*Recreation is not a set of exercises but rather a gallant attitude toward life.*—EDUARD C. LINDEMANN.

*We must get over the delusion that in this country we have been very much interested either in education or in children.*—FRANKWOOD E. WILLIAMS.

*The surest way to defeat learning is to place it in charge of those whose own education has stopped.*—EVERETT DEAN MARTIN.

*The only sure thing we face is change. What are we doing to prepare pupils for it?*—JOHN DEWEY.

such as synthetic chemical products, the X-ray, Pasteur treatment of germs, and the radio, have created wide social changes. Mass production and the wide use of printed matter, metal parts, electrical appliances, and a thousand and one recently created necessities and comforts have brought within the reach of the humblest citizen commodities that but a short while ago could be enjoyed only by the very rich. And yet, would we be willing to admit that we have reached the limit of anything? From the knowledge of the past we are just beginning to delve into and unfold the richness of material existence. Find us the substances that will conquer dreaded diseases and lengthen the span of life. Find us tools that will lessen the hazards of life. Give us implements that take away the drudgery and the menial in life, and richly add to the sum total of effectiveness and efficiency. Let us continue to conquer material obstacles about us and unfold to our interest the hidden benefits. It is not that we become slaves to the machine, but that we transcend the machine through further understanding, control, and use.

*Knowledge* comes to us as the fourth key word. May we interpret this to mean not solely the accumulation of

the one hand tolerance makes ready the way of truth, and on the other intolerance closes the door against the new. Copernicus was hailed as a heretic; Herophilus, the anatomist, was denounced as a butcher; Darwin was called an atheist; and Galileo was forced on his knees to promise never again to teach his theories. When inoculation was first offered as a preventive of smallpox there was a loud protest. When railroads first began to be developed in this country there were those who said "it was sinful to travel at the frightful rate of fifteen miles per hour since the Lord's intentions were manifest when he provided men and animals with legs but made them incapable of sustained speed." When iron plows first appeared to displace wooden ones, conservative farmers claimed that iron plows poisoned the soil and promoted weed growth. And still in this day and time the customs, the loyalties, and the emotional phases of

man's political, religious, economic, and social life militate against open-minded welcome of truth which may show him to be in error. Let us then determine to strike from the brain the chains of ignorance; from the heart the rims of superstition; and from the hands the curse of the unskilled.

Six key words: *attitude*—what we think about a thing plus how we act toward it; *background*—an understanding of the processes of individualization; *facilities*—the emancipation of life from material drudgery and obstacles; *knowledge*—a challenge of the art of living and the art of living together; *faith*—an insatiable determination to achieve and attain; *release*—a freedom that will allow the individual and the social order to reach the maximum of life's interpretations and processes. May these strengthen our parenthood in this sojourn with our children along the pathways of present-day life.

*This Article May Be Used to Supplement the Program Outlined on Pages 42-43*

## THE ROBINSON FAMILY

(Continued from page 18)

after we had talked about it with Miss Lane for a few minutes, we began to see that there was another side. After all, why did she pick out such a time to ask, when her mother was trying to get the meal onto the table, and was perhaps broiling a steak, or doing something that made her all hot and uncomfortable? And then another thing, how did she know what her mother had on her mind that made her seem so abrupt? Maybe some extra expense had come up that day, so that she was feeling as if she didn't know which way to turn."

"Of course," Mrs. Robinson put in, "some people would have tried to give an explanation of why they thought a new dress was out of the question. Don't you think Betty had a right to expect that?"

"We discussed that, and decided that if it was her mother's habit to be awfully self-contained, and not give confidences about family affairs, she shouldn't have been particularly riled by that. If it wasn't her mother's natural way of acting, and if Betty hadn't been so full of her own affairs, she might have thought that possibly her mother was overtired, or that something had happened to upset her."

Mrs. Robinson and Molly, you will observe, have touched on several of the outstanding factors that have a bearing on tensions and irritations in family life. Just as Miss Lane believes it helps the girls in her classes to analyze the situations that they find annoying, so it helps all of us to be able to recognize what undercurrents are at work, pulling in this or that di-

rection, against our own judgement.

1. First of all, family tensions and conflicts are bound to occur, because of the differences in age, intelligence, interests, and points of view on almost every question, of the different members of the family. Life itself is a series of conflicts, and because the family is an institution where people rub elbows more closely than in any other institution, and care more deeply about one another, more conflicts are to be expected there than in business or school.

2. Clashes are bound to be more numerous when people are tired and hungry than when they are feeling top-notch. A chart showing the number of manifestations of temper during one day in any family would show high peaks before lunch and before dinner. Not all of us can rest a few minutes before meals, but it certainly pays in the case of young children to space their meals and rests with the likelihood of such outbreaks in mind.

3. Last of all, family conflicts can be strength-giving and constructive only if the different members of a family understand and sympathize with one another's needs. The process of "growing up" demands an increasing ability to forget oneself and one's own greedy, clamorous, childish desires. Some parents need to be warned against accomplishing this too well, and making a spectacle of themselves in their slavish self-sacrifice for their children.

**Next Month:**  
**NO LETTER FROM JACK!**



## By appointment to his Majesty!

Make no mistake, he's every cuddly inch a monarch. And at feeding time, when he calls lustily for cup and bowl, his royal preference is definitely for strained foods made by Heinz.

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**Child problems, homemaking on Heinz Magazine of the Air, half-hour radio program—Mon., Wed. and Fri., 11 a.m. E.S.T., Columbia Network.**



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**HEINZ STRAINED FOODS**

## On Visiting Schools

The need expressed by parents for suggestions as to how they can best further home-school cooperation by visiting schools prompted the President of the National Congress of Parents and Teachers to write this plateprint "On Visiting Schools." Points discussed are:

The first visit  
Planning the visit  
Talking over the visit  
Learning about schools from children  
Learning to evaluate impersonally  
Maintaining friendly relationships

Published by  
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## TRUTH TO TELL . . .

(Continued from page 15)

nothing about the matter to Ronald when he came home. But in the days that followed, Ronald was given every encouragement. He was assigned little tasks to do, well within his grasp, and then praised for his success. He was not unduly pampered, but he was made to feel that he was much loved and appreciated. A few weeks later, the boy's mother was rewarded by hearing this matter-of-fact statement from her son.

"I'm not the very best in the class, Mother, but I can sing as good as Billy Hearle. And Miss Dey says I am trying hard!"

"Good!" said Ronald's mother. "We can't all be the best, but we can all try to do the best we know how."

Now, if Ronald's mother had punished her child for telling a lie, it is quite likely that the boy would have become very much discouraged. He would have felt the need of bolstering his wounded self-esteem and would probably have attempted to make himself the "hero" in some other situation. It is almost certain that he would begin to form the habit of boasting and exaggerating. But by praising the boy's honest efforts, this wise mother removed the child's need for bolstering his self-esteem. Since he had been given things to do that made him feel important, he no longer felt the need of pretending that he was the best in the class.

Almost always, the child who exaggerates is doing so because of some lack in his daily life. Little Diane Greene had just recently moved into the neighborhood. She wanted the approval of her new playmates, of course. But when she told her new friends that she had "six silk dresses," she was denounced loudly.

"I bet you haven't either," voiced one little girl.

"Oh, yes I have!" retorted Diane again and again. By repetition of the phrase, the child tried to convince her playmates that what she said was true.

Alas, when one of Diane's playmates, Marjorie, came with her mother to visit the Greenes, she demanded to see Diane's silk dresses. The astonished Mrs. Greene revealed the fact that her little daughter had no silk dress. Diane's party dress was a pretty ruffled organdy. Poor little Diane wept bitterly. She had been caught telling a story. The two mothers tactfully distracted the attention of the children to Diane's new doll house and said no more about the dresses.

Mrs. Greene knew that her little daughter had boasted because she wanted to be approved by her new playmates, that the child wanted to in-

crease her prestige among them. And she realized fully that Diane, with her lack of experience, wasn't capable of meeting the situation wisely. During the next few weeks, Mrs. Greene skillfully provided occasions for Diane to entertain her new friends. Four or five of the little girls in the neighborhood made a habit of playing in the Greenes' back yard. The friendly sharing of toys, playing games together, taking turns on the swing soon created a real sense of companionship among the children. In a short time, Diane was really one of them. She had no need to boast about her possessions. The chil-

"Did you take that piece of cake, Phil?" shouted Mrs. Gregg angrily.  
"N-no," answered five-year-old Phil.  
"I didn't. I tell you I didn't."

Mrs. Gregg seized her son wrathfully by the arm.

"March upstairs, young man. Just wait until your Daddy gets home."

Turning to her guest, the mother said in a very dramatic tone: "I know he took a piece of cake. I could see the crumbs on his mouth. I don't mind his taking the cake so much. But to lie about it!"

This mother, like many of us, failed to realize that she was at least partly to blame for the child's lying. How could Mrs. Gregg have handled the situation so that her son would not have felt compelled to lie to escape punishment? Surely the incident didn't justify such a display of temper on her part nor such humiliation for the boy. If, in addition to his mother's angry disapproval, little Phil is to meet with punishment from his father, we can see that the boy might very easily form the habit of lying in order to avoid unpleasant scenes and punishment.

Instead of employing a belligerent, accusing tone of voice, Mrs. Gregg might have taken her son aside and talked to him quietly. She could have explained to him that she knew that he had taken the cake and then could have told him what her wishes were in the matter. Phil could have been told what was expected of him in the future and then the whole incident should have been forgotten.

Let's not force children into situations where they will be strongly tempted to lie. We should try to make telling the truth natural and easy for the child. If he has not told the truth, it is better to talk the matter over with him and appeal to his sense of fair play. Let him see that if he has made a mistake, has done something that he shouldn't have done, it is only the "square" thing to tell his mother about it. If the child must be questioned concerning some of his misdeeds, give him a chance to tell all the facts to the best of his ability. Then if we still feel that his actions call for some punishment, at least we can commend him first for being courageous enough to tell the truth. Let us try to make him feel that honesty does pay. And it is well to remember that the child who knows that no severe punishment awaits him when he confesses is much more likely to tell the truth than the child who is in constant fear of punishment. Many times it is the instinct of self-preservation that leads children to tell "defensive" stories.

IN some homes, children lie in imitation of grown-ups. A child hears his parents tell so-called "white lies" in

### Take Peace Into Your Heart

by Virginia Scott Miner

*Mother of the middle years,  
Brow-furrowed over waywardness,  
The customary waywardness  
Of all-rebelling youth—  
Take peace into your heart!*

*Take peace into your heart—  
Be still and comforted!  
The faith you taught may fail you  
both*

*And vanish as a breath upon  
The mirror of your minds,*

*But faith you LIVED is never lost—  
It shall but rest a silent space  
That it may rise in its own time,  
Re-born within their proud young  
souls  
In triumph, as their own!*

dren all liked her just for herself.

Fabrications such as those woven by Ronald and Diane need tactful, sympathetic handling. Punishing the child for his exaggerations usually leads him to self-pity and the consequent need of more boasting and exaggeration. It has been found that children who have been severely punished for this fault strongly feel the need of creating situations wherein they feel themselves not helpless youngsters, but great heroes, misunderstood by all these cruel grown-ups. Certainly if the punishment does not teach the child to distinguish between the real and the "made up," it is futile.

THEN there are small children who seldom feel the need to exaggerate, but who do resort to lying in order to escape punishment. It is in the handling of this type of lie, the defensive lie, that many of us blunder.

order to get out of some unpleasant social duty. Then when the child encounters a similar situation, he is quite likely to imitate the same method of escaping from something unpleasant.

Little Peggy Jensen was "mad" at her six-year-old friend Mary. When Mary called to Peggy to come out and play, Peggy thrust her head out of the window and spoke in solemn tones.

"No, I can't come out," she said. "I'm awful sick. I'm getting the measles, I guess."

"Why, Peggy, what makes you say that?" scolded her mother. "You know there is nothing the matter with you. You had the measles last year."

"Well, I don't want to play with her, the ole meanie. She broke my doll yesterday," replied Peggy. "And besides, Mamma, you told Mrs. Hall last Friday that you couldn't go to her bridge party because you had a terrible headache. And then you went to the movies with Vera's mother."

Mrs. Jensen was amazed. She had never dreamed that her little daughter would imitate her to that extent. She honestly wanted Peggy to be truthful, but failed to realize fully that the child's viewpoint on truth is determined to a great extent by what he sees and hears every day in his home.

In dealing with children who tell lies, it is well to keep in mind the fact that there is always a reason for this undesirable attitude, an underlying motive for the child's untruthfulness. What we parents must do is to find out why the child does not tell the truth.

Then we can resort to the proper treatment. If properly handled, the lying habit in young children is of short duration. Unless very badly managed, few young children become inveterate liars.

Whatever the cause of the child's lying, we must try to maintain a friendly, sympathetic attitude toward the child. The young child caught in a lie suffers grievously. He feels helpless and insecure. Many times the youngster feels that his parents can no longer think well of him. They expected so much of him and now he has lied and he feels very guilty! Surely a child in a situation such as this needs to feel that he is still loved. The wise parent will forget the unhappy incident speedily and help the child to forget it, too. Above everything else, we should make the child feel that we still have faith in him, that we know he will always try to tell the truth.

Perhaps the greatest influence of all for truthfulness is to be found right in the child's own home. Truthfulness is not inherited. It is a virtue that can be gained only through much experience and through imitation of us as models of truthfulness. A truthful attitude is learned. Where the home reflects the spirit of honesty and truth-telling, the children are bound to learn to be truthful, too. If, in addition, we parents have established a friendly, wholesome relationship with our children, we can be sure that they will form a habit of telling the truth early in life. Then their standards of truth-telling will always be high!

curely held by the foundation. Inspect the selvedge to see that it is strong, and the hems to see that they are straight and stitched near the edge. It seems best to get medium sized towels as the luxurious large ones must be washed just as often and are very heavy to handle in the home wash or add to the weight and thus the cost of the flat work done by the commercial laundry.

Bed linen and towels will last longer if they are treated with care in laundering and are mended when they begin to show signs of wear. One way of preventing strain and consequent breakage on the selvedges is to fold about  $\frac{1}{4}$  of the length over the clothes line, and to use enough pins so that the strain is evenly distributed. This fold, being merely an approximate one, will probably fall along different threads each time which will also help to vary the wear. The sewing machine will help to darn sheets and towels, patch holes, and even as our thrifty ancestors used to do, will make an easy job of cutting down a worn sheet into one for a smaller bed by cutting out the worn center and seaming the sheet together again with a flat fell.

#### HANDWORK FOR WINTER EVENINGS

MANY of us enjoy doing a little handwork in spare moments, but find it hard to discover something that can be done in small snatches of time, will need little in the way of supplies and equipment, and yet will furnish something of value in the end. One suggestion is the small weaving frame that is so popular just now. There are several different makes that are all similar in principle that may be bought at Art Needlework shops, School Supply stores, or even in a slightly cruder form in the chain stores. With the frame will come the directions for weaving a small square about three inches on each side. These small units work up very quickly, and being of flat rather than looped construction, use less yarn than either knitting or crocheting. They may be combined into all sorts of interesting articles, such as pincushions, bean bags, table runners, pillow tops, work bags, baby sweaters, and even full sized wool coats.

The little frame is so light and easy to handle that it is an ideal amusement for the convalescent child. Ordinary cotton string can be used for experimental squares, which can be joined to make a wash cloth. The older girls can do some interesting experiments in varying weaves and color combinations.

#### ARE YOU LABEL CONSCIOUS?

WE hear a great deal of discussion nowadays (Continued on page 36)

#### FOR HOMEMAKERS

(Continued from page 21)

take turns in being monitor of the bulletin board, to keep it neat, to remove the general material after all have seen it, and to take the outgoing mail to the mail box or post office regularly.

#### COTTONS FOR HOUSEHOLD USE

WE may be interested in and tempted by the new fabrics and the modern styling of the old familiar ones, but when it comes to articles for heavy household use, we turn to the good old dependable cottons, knowing that they will stand up well under hard wear and constant laundering. Now is a good time to look over the family supply to find out what we need in sheets, pillow cases, and towels to carry us through the year. This will be determined by the size of the family and the laundry plans. Six sheets and three pillow cases to each bed is an average allowance. If possible, have a few more than the minimum on hand in case of sickness.

A great deal has been done on the

standardization of sheets so that the observant shopper can find sheets that are labeled with definite information as to torn size, thread count, and even breaking strength. The 108-inch length is best to give enough to tuck in well at the foot of the bed and to fold over the top of the blanket enough to really protect it. A sheet should have firm, even selvedges and hems of equal width on each end, thus making it reversible to give the best wear.

Turkish towels are now used in many families not just for the bath, but for all drying purposes as they do not get mussed with a single use as linen face towels do, and they are easy to launder. Towels have not been standardized as sheets have so there are many grades on the market with prices varying with differences in quality, size, and style. It is not economy to buy a towel of poor quality, so here are some of the tests that may be used. Hold the towel up to the light to see if the ground fabric is even and close, then notice the loops and pull on them a little to see if they are se-

## FOR HOMEMAKERS

(Continued from page 35)

about the labels on merchandise. Some experts feel that when informative labels are required on everything, the homemakers' troubles will be over, while others are equally sure that labels will always be more or less misleading or that women will not have intelligence enough to read the label as a guide in their selection of household commodities. In regard to food alone think how much time and temper could be saved if we could do more of that Friday ordering by telephone or by sending a child with a list, as we could if canned and packaged goods were all marked with labels that would give us the information we need in standard form. The usual adjectives, such as "fancy," "superior," "extra," have such varying meanings that they cannot serve as guides, but we do have the definite standards for measurement of quality for canned goods that are set up by the Bureau of Agricultural Economics of the United States Department of Agriculture. These standards, taking into consideration color, flavor, and freedom from defects, grade the canned products A, B, C, off-grade, or substandard. Do you want to know just the quality, such as grades A, B, and C, according to these United States standards, or do you want to know also how many halves of peaches are in the can or how many cookies are in the box? Do you read each label for contents and are you able to translate it into the terms of probable usefulness in your family?

An interesting experiment that the older boys and girls could help with, would be to save all labels from cans and wrappers from packages for a month. These could be mounted in a loose-leaf notebook with a comment on each page about each product, the value of the label and a suggestion, if you have one, about the way in which the label on that certain food might have been a better guide in your selection. Then you would have a very good idea about which products had proved satisfactory or unsatisfactory so that you could reorder with confidence. Also you would have trained yourself and the children to be intelligent label readers.

### DO YOU KNOW YOUR SYNTHETIC FABRICS?

THE fabrics made of artificially spun yarn that are so commonly sold nowadays offer to the homemaker some difficulties in their selection and use. Many of these difficulties can be avoided by a clearer understanding of the real nature of these new textile fibers. Rayon, the common name for all, was discovered by scientists who were trying to get a substitute for the natural filament spun by the silk

worm. They were able, starting from wood pulp or waste cotton, to make a filament that was not an exact substitute, but was so good and could be manufactured so cheaply that the name artificial silk was given up and a new name, rayon, was coined to designate this fifth member of the group of recognized textile fibers that had stood for centuries as the big four—cotton, linen, silk, and wool.

As rayon in its various forms is workable and adaptable, it has become very important and actually invaded the fields of all the other fibers. Since it is inexpensive in its poorer forms, it rivals cotton in dress goods and drapery materials. Since it has luster and good draping qualities and takes color well, it rivals silk in more expensive dress goods and upholstery materials. It can even be made to imitate linen for table use and as dress material and can be made rough to seem like wool.

All this is very well if we know what we are getting, but it may cause much trouble and dissatisfaction if we are deceived. There is a test by which you can distinguish any piece goods of which you have a sample. It is a very simple way to tell it from silk and wool as the synthetic material will burn readily, smelling like burned paper and leaving almost no ash. Silk will smoulder rather than burn, leaving a heavy ash and smelling like hair; while wool is very resistant to burning and will also smell like hair. As for the tests to distinguish rayon from cotton or linen, the artificial fabric will usually have noticeably more luster.

But how are we to tell in a ready-made garment? There should be a label. But the only way that we can get these is by continued and insistent question and demand. I saw a child's coat recently that had a label which said, "This coat is lined with (giving a trade-marked name) guaranteed to last the lifetime of the coat." That did give a guarantee, but unless one happened to be familiar with that particular synthetic fabric it did not give quite all the necessary information. One reason why we should know if we have a rayon material is that there are special points to be considered in its care. All these fabrics are temporarily weakened when wet, so must be handled with care. They must not be twisted or wrung or be pinned with push clothes pins. But if squeezed carefully, hung over a line or laid flat, or if clip-clothes pins are used, they will come out as good as new. They should be ironed with a moderately warm iron on the wrong side. A rayon of distinctly crêpe weave may seem to shrink a great deal. This is due rather to the crinkle becoming more pronounced than to actual shortening of the threads, so if measurements before

washing are taken it can be pressed back to the original size, in this case having the garment damper and the iron hotter. Rayon takes dye well, so is fast to sun and perspiration. Tailored rayon knit underwear, unless of the very cheap variety which gets runs easily, is very satisfactory, as it launders easily and keeps its color well.

Here is a suggestion for the stubborn stain that cod liver oil leaves. Dissolve one part soap chips in three parts hot water and add two parts banana oil. Rub the oil spot in this mixture. It will remove all the odor and most of the color, leaving only a slight stain that will disappear in sunlight.

### FAMILY FINANCES

THE article on "Money Management in the Home" in the December, 1935, issue of this magazine, gives such a fine outline that it seems advisable to use *Money Management Method* as a definite guide in classifying all expenditures. This book has reduced the whole subject to simplest terms and will clarify your problems in the future keeping of your household accounts.

### Before and After— THE DOCTOR COMES

(Continued from page 17)  
ments slide, if only to save his weakened eyes. But there is no harm in choosing books to read aloud which supplement the school projects. Many games with checkers or cards are excellent practice in arithmetic. Some children can crochet without too much effort; and all children love to color pictures. There are two new books to aid the mothers of young invalids: for children over ten, *Junior Fun in Bed*; and for children from six to ten, *Fun in Bed for Children*. Both are edited by Virginia Kirkus and Frank Scully (New York: Simon & Schuster. \$1.75 each).

It is easy to overdo reading aloud, especially if you are a dramatic reader. I used to think the best of all ways to keep a child from bouncing in bed was to read story after story in Andrew Lang's fairy books; but recently I tried to play martyr about it to a friend who knew me too well.

"I've spoiled my voice entirely," I said. "I've been reading aloud for three hours."

"Spoiled your voice!" cried my candid friend, "Why, you've spoiled your child!" Perfectly true! Far from quieting him, I had stimulated him so much he could not take a nap; far from saving his eyes, I had drawn his interest to books, away from popping corks and building log cabins. My voice recovered in a day, but it was a week before the child was satisfied to play alone or to hear one story at a time.

# HELPS FOR STUDY GROUPS

by Ada Hart Arlitt

## Parent Education Study Course: The Family and the Community



### • FAMILY SAFETY AND THE COMMUNITY

by W. H. CAMERON

(See page 12)

#### I. Points to Bring Out

1. Every accident is caused by carelessness of some sort; therefore every accident could be prevented. The cost of such accidents as estimated by the National Safety Council is \$3,450,000,000 and this must be paid for by every citizen.

2. "Every child as well as every adult has a right to grow up in a safe community."

3. Reduction in the number of accidents will come when an adequate program in education has been carried out. Accidents can be reduced to a very small fraction of what they are now if this safety education is combined with intelligent law enforcement and adequate safety engineering.

#### II. Problems to Discuss

1. How can the child be given safety education without frightening him?

2. What are some hazards in home and school that are frequently overlooked?

3. How can a parent-teacher association help in planning for a safe community?

#### SUGGESTED READING

Arlitt, Ada Hart, editor. *Our Homes*. Washington: National Congress of Parents and Teachers. 50 cents; paperbound, 25 cents. "The Safe Home," by W. H. Cameron.

Fleming, T. Alfred. *Reducing Fire Accidents in Homes*. NATIONAL PARENT-TEACHER MAGAZINE, August, 1936.

Hurt at Home and Safe at Home. New York: National Safety Council. 10 cents each.

*Organized Safety for Organized Parents and Teachers*. New York: Traffic Safety Project of the National Congress of Parents and Teachers, 114 East 32nd Street. Single copies free to Congress units.

Reisner, E. J., de Onis, H., and Stolper, T. M. *Parents and the Automobile*. New York: Bureau of Publications, Teachers College, Columbia. 65 cents.

### Helps in Forming and Directing Study Groups

**S**ELECT a chairman for the study group. This leader will thereafter have charge of the programs for the year.

The leader should have two vice-chairmen: one to see that the books and pamphlets to be used are at the place of meeting, and the other to have charge of attendance.

The article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is insufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

For aids in carrying on group discussion, see the *Parent Education Third Yearbook*, published by the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. \$1.

## FILM FACTS

by Edgar Dale

A note of unusual significance in the September *Photographic Dealer* is that Warner Brothers, Ltd., of England, "are to enter the sub-standard cinema field on a big scale and supply film to 300,000 outlets in schools, churches, and so on. One-reel operatic subjects and stories which have attained a 'classic' status will be available on 16-mm. films."

\* \* \*

A booklet by Rose R. Terlin, *You and I and the Movies*, recently issued by the Woman's Press, offers a thorough and well-informed discussion of the motion-picture problem from the point of view of the adult. The booklet would be valuable for discussion or reference in clubs and other organizations. Copies are 50 cents.

\* \* \*

The Paramount Publix Corporation, according to statements by Joseph Kennedy in the *Motion Picture Herald* for July, has been in financial difficulties. This is surprising in view of the fact that the Paramount Corporation has had Mae West on its payroll for several years, in which she has made *She Done Him Wrong*, *I'm No Angel*, *Belle of the Nineties*, *Klondike Annie*. Perhaps Paramount should stop giving the public "what it wants."

\* \* \*

For an international view of film production, there is no better publication than the very new and very promising *World Film News*. Edited by Marion A. Grierson, *World Film News* is published in London, 217-218 Temple Chambers, Temple Avenue, E. C. 4, at a yearly subscription rate of fifteen shillings.

\* \* \*

To teach without the aid of motion pictures is to travel by horse and wagon in a day of airplanes and automobiles, according to Ben H. Darrow, of the Ohio State Department of Education. Mr. Darrow is quoted in the *Journal of Education* for September: "American educators are guilty of wasting a quarter of a billion dollars by their refusal to make proper use of motion pictures in the classroom. Who would ship freight across country by horse and wagon? That's just what we do when we put information into children's minds through books alone when the movie would do a better job in less time. Children are spending sixty minutes a day on geography that could be better taught in half the time with adequate visual aids. The learning of social sciences, history, physics, and chemistry also could be expedited by the right teaching films. The school jogs along by wagon when airplanes and automobiles are being used by commerce and industry."



# THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

## CONGRESS OBJECTS

*The objects of the National Congress of Parents and Teachers, which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska, are:*

*To promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.*

*To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.*

## JUVENILE PROTECTION MEASURES *Idaho*

**SUGGESTIONS** on how members of parent-teacher associations can be helpful in preventing juvenile delinquency have been issued by Raymond L. Givens, Chief Justice of the Supreme Court of Idaho and chairman of Juvenile Protection of the Idaho Congress:

"Parent-teacher members should first consider the causes of juvenile delinquency, some of the more prominent ones being: Physical ill health or deformity, giving an inferiority complex with frustrated desires for equality and recognition, leading to anti-social activities.

"Poverty or excessive wealth; the mean, not extremes, tends toward normalcy.

"Mental defects. Parental indifference, improper home training, vicious home surroundings, a bad neighborhood, and broken homes. Hero worship of unworthy persons, desires for adventure without proper direction, an unsatisfied desire for social companionship and taking up with anyone, immoral influence of various kinds, and ignorance of consequences of wrongdoing.

"The Congress may, without meddling interference, aid the general conditions by cooperating with other agencies; may interest the parents in the welfare of all children including their own; may create juvenile activities so that no child will feel he is not

wanted in the home, school, neighborhood, or community; and may give the opportunity for real adventure with the proper outlook and inspiring impressions.

"Regular habits of physical activity, mental pursuits, and moral training tend toward self-control, so necessary to withstand the temptations, vicissitudes, and increasing pressure of modern life.

"An effort to develop normal, healthy, and happy children in respect to physical, mental, and moral growth will tend to bring about an understanding of the necessity for the restraints of society."

Two distinguished specialists in fields related to juvenile protection are to collaborate with Judge Given in preparing a symposium on character education. They are Mrs. Margaret Crumly, State Supervisor of Nursery Schools and chairman of Character Education for the Idaho Congress, and Dr. John R. Nichols, Dean of the University of Idaho, Southern Branch, Pocatello.—**MRS. G. W. ERBLAND, Publicity Chairman, Idaho Congress of Parents and Teachers, 202 Seventh Avenue, East, Twin Falls.**

## A CHURCH SCHOOL PARENT-TEACHER MEMBER WRITES *Kentucky*

The Pikeville College P.T.A. has a twofold aim, tangible and intangible—or better, let us say, material and spiritual.

As to the material aims, a word of explanation is perhaps necessary. Pikeville College maintains a training school. It is with this training school that our P.T.A. is connected. Being supported by a church college, our school naturally does not have at its command funds sufficient for all equipment, a library, pictures and the like. It is the aim of the Pikeville College P.T.A. to supply these needs.

Last year, the parent-teacher association bought an encyclopedia. We bought and made new curtains for the chapel stage. One P.T.A. member gave a piano. During vacation our association put on a play. With the proceeds, the nucleus of a training school library was formed. The P.T.A. plans to add to this constantly until our children have a real library of reference and fiction.

We realize that a knowledge of art and artists is a vital part in the development during a child's formative years. Accordingly our P.T.A. has sponsored an art exhibit and has

bought several copies of classic paintings. We plan to have another this year.

It is not our aim to solicit donations. By combined and enthusiastic work we hope to make the required amounts to take care of our school's needs.

We have, besides the above mentioned material aims in our program, certain spiritual aims that are, in the last analysis, more important. Without these, the material plans cannot be carried out.

By our spiritual aims we mean the closer relationship of parent and teacher. We mean the deeper and more intimate interest of the parent in the day to day progress of the child and in the welfare of the school as a whole. We mean the united efforts of both parent and teacher toward one goal—the physical, mental, and cultural growth of the school child.

We plan to realize these aims through our monthly programs as heretofore. Topics that pertain to problems confronting parents and problems confronting teachers will be ably presented. Members of the faculty will present their plans for the children and the school. Mothers may keep abreast of the times by having the newest educational methods and theories discussed. Children will be given a place on the program occasionally. Parents and teachers will enter into an informal discussion of problems peculiar to each. Four times a year, we plan to follow each program with a social and get-better-acquainted period. Twice a year an evening meeting and social will be held so that fathers may attend.

In these ways, it is our aim to unite all parents and teachers in a mutual enjoyment of one another, and in a unified purpose—our children's welfare.

We are young. Our hopes are high. May we be able to report next year a long step toward the realization of these hopes.—From *Kentucky Parent-Teacher*.

## DENTAL HEALTH PROJECT *Minnesota*

A dental health educational project will be conducted in the St. Paul grade schools and sponsored by the Council of Parent-Teacher Associations in affiliation with the St. Paul District Dental Society and Division of Hygiene.

A survey will be conducted in the various schools by the dentists and

they will be assisted by members of the P.T.A. and school nurses. Examinations will be conducted during November and December, and the dental health project will continue throughout the entire school year. Charts for recording the examinations will be furnished for each child and an honor roll poster for each schoolroom. When a child returns a slip from the family dentist or clinic stating that the dental work required has been completed, the child's name will be placed on the honor roll chart in his or her schoolroom.

Principals and teachers are to encourage the children in having their dental work completed. Clinics are maintained for the indigent children and the school nurse has this information in regard to clinic cases.

Dental health education will be carried on throughout the school year by means of posters, lectures on the care of the teeth, correct diet, and other studies pertaining to health of the grade school child.—MRS. CARL B. PETERSON, *Oral Hygiene Chairman, St. Paul Council of Parent-Teacher Associations*. Adapted from *St. Paul Council Bulletin*.

#### PROGRESS IN THE CUMBERLAND MOUNTAINS

Tennessee

The sixth district of the Tennessee Congress is becoming parent-teacher conscious. The district comprises the following counties in the Cumberland Mountains: Morgan, Scott, Fentress, Pickett, Overton, Putnam, and Cumberland. During the past three years membership in the district has increased 120 per cent, and the number of local associations has increased 395 per cent. This increase indicates a growing interest in P.T.A. work which is full of encouragement to the district leaders.

Scott County reports seven new units organized since the opening of schools in September, with other places in process of organization. The movement here is being promoted by J. L. West, of Oneida, superintendent of Scott County schools. Morgan County's superintendent of schools, L. R. Shubert, has as a goal, "A P.T.A. in Every School in the County." Last year this district led the fifteen districts of the state in the net gain of new associations.

The associations are integrating themselves into community activities and are becoming a vital influence throughout the Cumberland Mountains. In a rural community conference held at Allardt, Fentress County, last August, the parent-teacher association was prominent among the fifteen different organizations represented, representatives coming from

thirty communities. Many of the reports from different communities mentioned the fine work of local units. The Allardt P.T.A. furnished luncheon for the conference which was held in the school auditorium. It was the conclusion of many conference leaders that in the reconstruction of rural life there are many factors in mountain life that should be conserved. There is very little here that is artificial or non-indigenous in an environment of wholesome simplicity. It is a heritage of more than a century of hard-won life. Again it was pointed out that

TON, President, Sixth District, Tennessee Congress of Parents and Teachers, Oakdale.

#### PACK HORSE LIBRARIES Kentucky

The Board of Managers at its October meeting endorsed one of the most unique and interesting library projects in the world. Every Congress unit in the state is cordially invited to participate in it. This project is called "Pack Horse Libraries."

In seven counties in Kentucky, men and women employed under the WPA are carrying books and magazines into even the most remote parts of those counties. Some of these "book men and women," as they are called by their patrons, walk nineteen miles in one day. Others ride on horses, mules, trains, trucks or paddle up and down the stream in boats. Sometimes the walkers hitch-hike. Reading materials are being provided to thousands of people, few of whom have had any books or magazines heretofore. There have been no public libraries in these counties, but now libraries are established at the county seat with branch libraries, called "centers," in various locations throughout the counties. The "book men and women" also deliver books direct to the homes on their routes, often reading or telling stories to those who cannot read.

The WPA fund can only be used to pay these people for carrying the books. No money is available to purchase books or to provide for other expenses. Books and magazines are badly needed. Each local unit is asked to share in this project by (1) each member contributing at least one penny to buy new books, and (2) donating books and magazines which will be sent to these libraries in Lee, Owsley, Jackson, Clay, Whitley and Harlan counties.—MISS LENA B. NOFIER, *Library Service Chairman, Kentucky Congress of Parents and Teachers, Old Capitol Building, Frankfort*. From *Kentucky Parent-Teacher*.

#### SCHOOL PROJECT Texas

Last year, the McKinley grade school in Amarillo maintained a welfare room as their Thrift project. Clothes were brought in by the children, and nearly a thousand garments were given out. Old shoes were repaired and new ones bought with money raised by giving programs. They not only took care of all the needy children in their own school but also supplied clothes and shoes for fifty families in another district. This work was under the supervision of a committee selected from the parent-teacher association, but the children

did most of the work of bringing in the clothes. They plan to carry on the work this year.—MRS. MINERVA H. NEUDIGATE, 609 Madison Street, Amarillo.

#### NON-POLITICAL New York

The Buffalo Council of Parents and Teachers demonstrated recently not only their interest in educational affairs of their city, but also their fine understanding of the by-laws of the National Congress, which state that "its branches or its officers in their official capacities shall not be used in any connection with any political interest, or for any other than the regular work of the Congress." This demonstration came about in the following way.

A number of members of units of the council had desired very much the appointment of a certain educator of the city to the Board of Education. However, when the matter came up for consideration at the last council meeting, it was made clear that in view of the fact that parent-teacher units are non-political and non-partisan, action concerning this appointment could not be taken by the council, but that individuals desiring the appointment could make their wishes known as interested citizens of the community, rather than as P.T.A. members.—From *New York Parent-Teacher Bulletin*.

#### PIONEER PARADE Ohio

The Hamilton County Council of Parent-Teacher Associations participated in a Pioneer Parade on the opening evening of the Hamilton County Fair.

The parade was divided into sections covering the development of agricultural machinery, modes of transportation, the changes in the home, and the advancement of education. Farm organizations and business firms were responsible for the first two sections. The last two sections, embracing the home and the school, were assigned to the parent-teacher associations. Each unit entered a float portraying a definite period in the development of education and home life.

As the parade passed in review before the grandstand, an announcement was made over the loud-speakers concerning the historical significance or the use and the period of each entry.—MRS. JAMES BIRRELL, *Rural Service Chairman, Ohio Congress of Parents and Teachers, Rossmoyne, in Ohio Parent-Teacher Bulletin*.

#### MEN STUDY CORRESPONDENCE COURSE Indiana

Five Elkhart men, three of whom

are presidents of local units, during summer vacation completed Correspondence Course A-B offered by the National Congress of Parents and Teachers. The time spent on the course included a preliminary meeting and five regular evenings of two hours each, and I feel we covered the ground and had most interesting, frank, and helpful discussions.

Since the Elkhart Council was formed three years ago, men have become more and more interested in the P.T.A. Five of our ten grade school associations have men presidents for next year, which is unique, at least for Indiana. I think it is fine that the men are doing their share and not leaving it all to the women!—BRUCE I. WHITING, *Correspondence Course Class Leader, 3015 East Jackson Blvd., Elkhart*.

#### CREATIVE RECREATION PROGRAM Iowa

A comprehensive six weeks' recreational program was initiated by the Ames City Council of Parent-Teacher Associations during the summer of 1935, with the assistance of a group of civic organizations.

Before undertaking this program, recreation was discussed from many angles, first in the P.T.A. Council and then at the local meetings. The City Council was then asked for financial aid. They favored the program but were not able to finance it alone so invitations were sent to all civic organizations to meet with the Council Committee to lay plans. More than forty organizations sent representatives to the meeting and a committee was chosen and chairmen elected.

The schedule of activities included classes in manual arts, handicraft and sewing, music, band, orchestra, chamber music, swimming, play periods, nature study, hikes and bird study.

In 1936 we had more funds, and more teachers, especially for the playground, and drama and vocal music were included in activities. We are sorry we did not find it possible to include tap dancing and folk dancing as well.

We asked the teachers not to urge attendance and offered no honor rolls or prizes, though we had the offer of many fine ones.—MRS. JOHN VANDER LINDEN, *Ames, in the Iowa Parent-Teacher*.

#### SAFETY FEATURED IN BACKYARD PLAYGROUND CAMPAIGN

*Nebraska*

The fourth annual Backyard Playground Campaign, sponsored by the Lincoln Council of Parent-Teacher Associations, with the cooperation of the Lincoln Recreation Board and Lincoln newspapers the past summer, was

featured by the organization of the Handy Andy Club, whose purpose is the utilization of waste materials for handicraft. Only boys and girls whose backyard playground was entered in the campaign were eligible for membership in this club. One piece of handicraft made from discarded materials was necessary in order to qualify for membership and the badge bearing the name, "Handy Andy Club."

Safety was stressed in the campaign this summer in line with nationwide efforts to reduce accidents—safety in the construction and arrangement of all play apparatus, and a safe place to play away from the dangers of traffic which a backyard playground affords.

Metal plaques that may be fastened to a piece of play equipment are awarded the six playgrounds receiving the highest rating, and honorable mention is given the six rating next highest. Efficiency credit is to be given this year by the Lincoln public schools to members of the civic league who have approved playgrounds, in addition to the metal plaques.—MRS. FRED R. EASTERDAY, *Publicity Chairman, Nebraska Congress of Parents and Teachers, 2850 Manse Avenue, Lincoln*.

#### FAMILY GROUP SINGING FOSTERED BY MOTHERSINGERS

*Missouri*

We often hear the question asked, "How can we strengthen our home ties?" or "What activity would be perfect relaxation for our mothers?"

The mothersingers of the St. Louis Council of Parent-Teacher Associations have answered these very important questions by the enthusiasm shown in last year's musical activities. Singing together regularly and naturally, practicing at home, has started many families back to the old-fashioned, beautiful family singing in which dad and the children soon take part, thereby strengthening the home ties.

Each Congress unit has organized its own glee club or chorus, singing the songs suggested by the National Congress Music committee, under the direction of its own music chairman. On large programs, such as "Family Night" in "St. Louis on Parade," combined choruses sang and made a very good showing.—MRS. CHARLES MUSCHANY, *Music Chairman of the St. Louis Council of Parent-Teacher Associations, St. Louis*.

#### MEMORIAL STUDENT LOAN FUND

*Oregon*

"Instead of sending flowers, send a memorial" is the advice of the student loan workers of the Portland Council of Parent-Teacher Associations. Upon receipt of a dollar or more,

from a local association to the memorial fund, a card is sent the bereaved family stating that a sum has been set aside in memory of the deceased. A more thoughtful tribute could not be given; flowers fade, but the memorial lives on, and helps boys and girls to attend high school.

Only the interest from this fund is used, the principal increasing each year until it now totals \$1,800. The interest goes into the active fund, which is made up also from donations from interested persons, benefits, local unit pledges, and repayments.

This active fund is loaned only to high school students, for car fare, lunches, and supplies. Since its inception about \$12,000 has been raised and loaned to some 350 students, enabling many to finish high school.

There are no paid workers; all money raised is actually loaned, except the principal of the memorial fund.

The committee consists of a chairman, a secretary, a treasurer, and a worker to go to each high school. Representatives from the faculty of each high school and from the grade school principals' group and the council president complete the committee.

When there is an application for a loan, it is the duty of the worker in that school to investigate the case and report to the committee for approval. From then on the worker meets the applicant each week, gives him his car fare, or whatever the loan might be, and encourages him in his school work.—Adapted from a *News Bulletin* of the Portland Council of Parent-Teacher Associations.

\* \* \*

This department gives concrete illustrations of what is being accomplished by organized groups of parents and teachers in carrying out the plans of National Congress chairmen for the education of children in home and school, in correcting unfavorable conditions, and in improving community environments.

## TRAFFIC SAFETY BEGINS AT HOME

"Traffic Safety Begins at Home," is the caption of a new poster published by the National Congress of Parents and Teachers for use in promoting its Traffic Safety Education Project. The poster shows a family group—father, mother, and two children—engaged in studying safety. The father is kneeling on the floor, holding a book labeled *Traffic Rules*, using toy automobiles to illustrate his points. The mother and children look on as he points out the miniature motor vehicles approaching a traffic intersection which he has outlined on the floor.

The poster was planned by the Advisory Committee on the Traffic Safety Education Project, consisting of Mrs. B. F. Langworthy, Mrs. J. K. Pettengill, Mrs. A. B. Shuttleworth, Mrs. M. P. Summers, Mrs. Ralph Brodie, Mrs. Hugh Bradford, Mrs. A. H. Reeve, and Miss Marian Telford, National Congress Safety Chairman.

The poster will be shown this fall at state parent-teacher Congress conventions and district meetings throughout the country. It may be obtained for use in exhibits, by writing to the office of the Traffic Safety Education Project, National Congress of Parents and Teachers, Room 1406, 114 East 32nd Street, New York City.

Miss Mayme E. Irons, National chairman of Music, sends the following approved list for the National Mothersingers Chorus, Richmond, Virginia, May, 1937. All singers in the National Mothersingers Chorus will be required to learn and memorize the music in order to attain the best possible interpretation during the time available for rehearsals before the final performance. Whether or not Mothersinger Choruses can attend the National Convention, they are urged to use this material to standardize their work and feel themselves a part of this great national movement.

1. Dedication—Franz-Daggett. #1934 Boston Music Co., Boston, Massachusetts. 15c.

2. Where'er You Walk—Handel-Wentworth. #1017 Birchard Co. 10c.

3. Morning Now Beckons—Czechoslovakian Folksong Arr. by Manney. #356 B. F. Wood Co. 15c.

4. Koosheo—Ferris. #926 Birchard Co. 15c.

5. Hymn to the Morning—Wagner-Wilson. #3045 Fitz Simons. 12c.

Whenever the list is published, publisher's name and publication number should be given to avoid buying the wrong arrangements. These numbers may be had through any of the following music houses. Other music houses will doubtless order them for you.

B. F. Wood Company, Boston, Massachusetts.

Birchard Company, Boston, Massachusetts.

Boston Music Company, Boston, Massachusetts.

Fitz Simons Company, Chicago, Illinois.

Flammer Music Company, 10 East 43rd Street, New York City.

G. Schirmer, Inc., 3 East 43rd Street, New York City.

Gamble Hinged Music Company, Chicago, Illinois.

Hoffman Music Company, Chicago, Illinois.

O. Ditson, Boston, Massachusetts.

Willis Music Company, Cincinnati, Ohio.

# Progressive Parents

## READ

### *The National Parent-Teacher Magazine*

The two social institutions which exercise the most influence on the child are the home and the school. What happens in the home is bound to reflect itself to some degree in the development of the child. If his home is a happy one, and if his parents keep posted on what is best in child guidance and child psychology, and if they really try to understand his nature and his needs, the chances are that he will grow up to be a happy, enterprising, successful adult.

It is important too for parents to be familiar with the work which the school is trying to do. There should be understanding between the parents and the teachers, and the child should be aware that a harmonious relationship exists between the home and the school and that parents and teachers are cooperating for his best interests. Progressive parents recognize these facts, and they are turning by the thousands to

### *The National Parent-Teacher Magazine*

because it is modern, refreshing, thought-provoking, and of live interest to those who give definite consideration to problems of child guidance, parent education, homemaking, and home and school cooperation.

**Renew your own subscription today. Tell a friend or relative about this fine, attractive magazine.**

Subscribe immediately if you are not now on the mailing list. The **NATIONAL PARENT-TEACHER** is the most helpful magazine you can buy if you are interested in the rearing and education of children.

*Coming  
in  
February*

**The Family and  
Community Health**

by **W. W. Bauer, M.D.**

A well-known doctor discusses the common health problems in which the home and the community interact, and tells what each can do about them.

**First Aid for  
Adolescence**

by **Valeria H. Parker, M.D.**

When our young people reach the years of adolescence, new and pressing problems arise, youthful battles for independence come to the fore. This article will help many parents to recognize them and to know what to do about them.

**Character Education  
—A Cooperative  
Enterprise**

by **A. L. Threlkeld**

The President of the Department of Superintendence of the National Education Association tells how the home and the school can work together with rewarding results, and how such co-operation will affect their children's attitudes.

**A PARENT-TEACHER PROGRAM**

V.

**Forcefulness**

*Is forcefulness a motivating factor in character development?  
How may it be used to get the finest results?*

Forcefulness is a characteristic denoting energy, vigor, power to persuade. Through courage, confidence, enthusiasm, initiative, and persistence, its purpose is enhanced.

Outlined by Elizabeth Shuttleworth

*"The most striking characteristic of the human being, whether we see him as an infant, as a child, as an adolescent, or as an adult, is his ability to profit from experience and to modify his behavior in accordance with that experience. Learning, or the ability to form habits, lies at the basis of the parents' control of the child, and the schools' endeavors to prepare him for life. Good and bad habits alike are the product of learning, and the effective guidance of children depends in large measure upon a knowledge of the principles underlying the formation of habits. Many parents who think of learning as typical only of the school situation fail to see that learning begins at birth and that the parent is the child's first teacher."—JOHN E. ANDERSON.*

The home, standing as the center of civilized life, establishes the basic habits of the individual during his early years. It is a motivating force in the formation of character and can accomplish what no other institution can. The sense of security which comes from the feeling of belonging; responsibility for certain home duties; satisfactions derived from happy family relationships—all tend to create confidence, courage, enthusiasm, and initiative, and these are essential factors in the development of forcefulness of character. This growth in the sense of security is one of the most important developments in the transition from childhood to the normal forcefulness of an adult. Boys and girls who have not had the foundations thus laid will find themselves seriously handicapped when they reach the years of adolescence.

Forcefulness is developed through living. It is positive, progressive, dynamic, joyous. Emotional habits of happiness or discontent, established in the dim beginnings of life by the social or moral ideals of those who handle the child, set the standards for daily thoughts, feelings, and behavior. Modern life demands reliable strength and energy which can be developed through the following phases of growth:

- a. The vividness of first impressions, fostered by the consistency of parents; discipline; well-regulated routine; and the child's sense of satisfaction in his environment.
- b. Early habit formation, depending upon satisfactory family relation-

ships; personal hygiene as it affects temperament, emotions, and health; ethical and mental habits in regard to living in happy relations with others.

- c. Development of social behavior into characteristic habits, through disturbances—usually physical, but not always recognized as such, especially in the adolescent; consideration of results.
- d. Physical energy as a basis for spiritual development and effective living, promoted by the development of ideals and attitudes necessary for social adjustment; individual contribution of intellect, health, moral and spiritual standards, for the benefit of society.

**PROGRAM FOR THE GRADE SCHOOL P. T. A.**

The program for a grade school parent-teacher association may be based on one or more phases of the

topics listed under *a* and *b*, the first two headings in the discussion of the question, "Is forcefulness an important

factor in character development?"

A psychologist, recreational director, clergyman, Y. M. C. A. leader, or a forceful business person may develop chosen phases of these subjects. Opportunity for discussion, a key P.T.A. member leading, should be given to those asking questions and making contributions to the subject.

Suggested projects:

1. Explanation of school projects by a teacher, demonstrating individual initiative, persistence, and enthusiasm.
2. Exhibits of these projects.
3. Explanation given by students of the value of projects.

(Projects may include original plays

or poems, expressing such traits as contribute to forcefulness of character.)

Helen Keller is an example to the entire world of what the child can accomplish in overcoming physical handicaps and surmounting obstacles, the conquest of which served to increase mental and spiritual strength and forceful character.

Theodore Roosevelt, twenty-sixth president of the United States, as a boy, was determined to overcome his physical handicaps. In doing this he not only developed physically but mentally and spiritually, and came to take his place among the leaders of our nation.

## PROGRAM FOR THE HIGH SCHOOL P. T. A.

Associations in junior and senior high schools will find interesting points for discussion under *c* and *d*, the third and fourth headings.

As we exchange places, in imagination, with youth and try to understand its emotions, we are able from this vantage ground to center attention upon traits and achievements which induce more courage and self-confidence.

In developing physical energy through the growing time, youth gains not only higher levels of intellect, but improvement in mental and physical health and a spiritual freshness and elasticity.

In response to the topic, "How forcefulness may be used to get the finest results," the following points may be developed:

1. Physical activity in athletic programs in high school.
2. High school programs planned as

social outlets for the students.

3. Student forums to discuss present-day civic affairs.
4. Exhibitions of constructive ideas in manual training.
5. Round table discussions (parents, teachers, and students) on good sportsmanship in all phases of daily life.
6. Discussion of the effect of social attitudes on spiritual development.
7. Formation of family councils where home problems are worked out together. Willingness to accept one's reasonable share of the family resources and to assume one's share of household duties, are the result of that feeling of security which develops forcefulness of character. The greatest value of family councils is in building up this sense of security and an ability to cooperate.

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Next Program: Cooperativeness

## Forty Years

### of Service

Next month thousands of parent-teacher associations throughout the country will celebrate the fortieth anniversary of the founding of the National Congress of Parents and Teachers. The President's Message which appears on page 5 of this magazine will be used by many local Congress units as an inspirational note for their Founders Day meetings. Additional aids will appear in the February issue of this magazine. For this very special occasion the National Congress has made available some special materials.

A new leaflet, *Forty Years of Service*, has been prepared by Mrs. John E. Hayes, of Idaho; Mrs. B. F. Langworthy, President of the National Congress; and Mrs. Fred M. Raymond, Chairman of the National Committee on Founders Day. It gives a brief history of the Congress, together with a list of source material and music for use on Founders Day programs (5 cents each; 20 copies, 80 cents; 100, \$3).

Two pageants to be featured this year are *Founders Day Ceremony*, a pageant prepared especially for use in connection with the fortieth anniversary; and a revised version of *The Spirit of the Congress*, a favorite tree-planting ceremony (5 cents each; 6 for 25 cents). The *Founders Day Ceremony* is a candle lighting service. It includes an inspirational talk on "The Forward Look" prepared by Mrs. J. K. Pettengill, First Vice-President of the National Congress of Parents and Teachers. The tree-planting pageant was given at the National convention in Seattle four years ago. It is spectacular and vividly depicts the work of the Congress, but it should be carefully prepared and produced.

There are still available eight pageants and ceremonies (5 cents each; 6 for 25 cents) which have been popular in other years. The titles are as follows:

*Birthday Cake*  
*Candle Lighting Ceremony*  
*Candle Lighting Service*  
*Founders Day Pageant*  
*Founders Day Playlet*  
*Founders Day Program*  
*Gift of the Founders*  
*Reminiscence*

*Through the Years* (\$1) will doubtless come into heavy use this February, giving as it does so much information concerning the early days of the Congress.

A special fortieth anniversary seal has been prepared which many will want to order in quantity.

For additional information, local Congress units should write to their state Founders Day chairman. The Founders Day materials mentioned above may be secured through the state office or the National Congress office.

## CONGRESS COMMENTS

THE National Congress was represented as follows at the Biennial Conference of the National Council of Parent Education in Chicago, November 11-14: Mrs. B. F. Langworthy, National President, spoke at the luncheon forum on "Building Educational Values in School-Home Relationships"; Miss Mary Murphy, National Chairman of Child Hygiene, spoke at the dinner meeting on "The Future of Education for Family Living in Schools, Colleges, and Community Programs"; Dr. William H. Bristow, General Secretary, spoke at the luncheon forum on "Integrating WPA Educational Activities into Permanent Educational Programs"; and Miss Alice Sowers, Parent Education Specialist, was an invited discussant at the functional section on "Adult Education for Family Life and Parenthood."

Mrs. J. K. Pettengill, First Vice-President, represented the National Congress at the convention of the Texas Congress, November 16-19. Other members of the National Board who attended the state convention were Miss Charl O. Williams, Miss Mary England, Mrs. James Fitts Hill, and Mrs. Noyes Darling Smith. Mrs. S. M. N. Marrs, former President of the National Congress, took part in the program.

Mrs. Frederick M. Hosmer, National Chairman of Congress Publications and President of the Child Welfare Company, represented the National Congress at the New Jersey state Convention at Atlantic City early in November. Miss Marian Telford, Safety Chairman, and Miss Mary Ferre, Circulation Manager of the NATIONAL PARENT-TEACHER MAGAZINE, also spoke at the convention.

An address at the National Rural Forum by Julia Wright Merrill, National Chairman of Library Service, has been published in the November issue of *Rural America*, under the title, "How to Obtain Rural Library Service."

Mrs. Jennie R. Nichols, National Chairman of Humane Education, attended the Ohio state convention and conducted a conference on Public Welfare and a class on Humane Education.

An all-day joint conference between the Washington Congress of Parents and Teachers and the Provincial Federation of Parent-Teacher Associations of British Columbia was held at the Technical School, Vancouver, British Columbia, on October 23. Included in the program were a tour of the school and lunch and dinner served in the school by the students.

Mrs. Neil Haig, President of the Washington Congress, extended greetings from Washington State Congress. Mrs. John E. Hayes, Auxiliary Field Worker for the National Congress,

who conducted schools of instruction for parent-teacher members throughout Washington during October, was the main speaker on the morning program. The afternoon was taken up with a panel on "The Parent-Teacher Association and Adult Education," with Mrs. Edward Mahon acting as chairman.

A three-hour school of instruction was conducted by Mrs. John E. Hayes, Auxiliary Field Worker for the National Congress, on October 8, for the Board of Managers of the Washington Congress. Similar classes for city and county councils were held by Mrs. Hayes in the eastern section of the state.

Mrs. William T. Sanders, State President, represented the Michigan Congress at the Parent Education Institute, at the University of Michigan, November 5-7.

A Nebraska State Council of Parent Education was formed at a meeting of representatives of a number of interested organizations held in Omaha, September 25, on the call of Mrs. Percy Powell, President of the Nebraska Congress, temporary chairman. Mrs. Elizabeth Riner, of Omaha, was named president, Mrs. Powell, Vice-President, and Miss Birdie Vorhes, of Lincoln, State Home Economics Supervisor, temporary secretary. Miss Alice Sowers, Parent Education Specialist for the National Congress, was the main speaker.

The North Dakota Congress has published a seventeen-page pamphlet entitled "Our Public Schools in North Dakota," by Arthur E. Thompson, Superintendent of Public Instruction. In the foreword, Mrs. J. W. Snyder, State President, writes: "Schools do not belong to the superintendents and teachers, but are rather the common property and responsibility of all citizens. . . . Schools can progress only through combined efforts of educators and laymen, and the laymen must be given definite information as to the needs of the entire educational system so that they will develop a better understanding and appreciation of the school program."

A bulletin entitled "Young Children in European Countries in the Present Economic and Social Period," by Mary Dabney Davis, Senior Specialist in Nursery-Kindergarten-Primary Education, U. S. Office of Education, has recently been published by the Office of Education. It contains an account of Dr. Davis' visit to several European countries and her observation of the emergency nursery schools abroad. The countries reported on are: England, Italy, Belgium, Poland, Czechoslovakia, Scotland, Holland, Austria and Hungary, the Soviet Union.

## Parent-Teacher Radio Forum

January 6

"Energy and Growth." A. A. WEECH, Associate Professor of Pediatrics, College of Physicians and Surgeons, Columbia University.

January 13

"Our Glands." R. G. HOSKINS, Research Associate in Physiology, Harvard Medical School; Editor, *Endocrinology*.

January 20

"The Action of Glands on Growth." OSCAR RIDDLE, Investigator, Station for Experimental Evolution, Carnegie Institution of Washington.

January 27

"Effects of Light, Sun, and Other Rays on Growth." OTTO GLASSER, Director, Department of Biophysics, Cleveland Clinic Foundation; Consulting Biophysicist, University Hospitals of Cleveland.

4:00-4:30 P.M. Eastern Standard Time. National Broadcasting Company, Blue Network

## What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. Are you familiar with the modern methods of teaching youngsters to read? Do you know why they have been found successful? 6-7.

2. What is the most constructive interpretation of forcefulness, and how can parents foster this trait in their children? 8.

3. Why do girls need parental sympathy toward their youthful adventures? 10-11.

4. What can be done toward promoting safety through both the home and the community? 13-14.

5. What are the reasons behind most of the lies which children resort to, and how can they be handled wisely? 15.

6. How can you prepare your child sensibly for those sick days which even the most healthy children experience, and insure his quick recovery? 16.

7. What are some common causes of family friction? 18.

8. What is the effect of your P.T.A. on the community in which you live? 27.

# BOOKSHELF

by  
**WINNIFRED KING RUGG**

## CHILDREN AND THE RADIO

**A**ZRIEL EISENBERG says in *CHILDREN AND RADIO PROGRAMS* (New York: Columbia University Press, \$3) that he found one mother who said her children had "compelled" her to install a radio in the bathroom so that they could listen to a daily episode while taking their baths. Not all children are as devoted to programs as that, but the popularity of "air-and-ear" shows is rapidly increasing among young people. Mr. Eisenberg has made a study of some three thousand children in the New York metropolitan area, and analyzed the kinds of programs they like, the effect on the children, and the attitude of parents. One point made is that some of the programs to which children listen with undesirable results, according to adult opinion, are not juvenile programs and were never intended for the young. It may be up to parents to keep their children from listening to such programs, but, as Mr. Eisenberg suggests, it is hard to segregate a radio. The conclusions are somewhat more favorable toward the programs than those expressed by some other writers, but the author still finds much room for improvement, for one thing in the matter of designing good programs for the whole family. These promote family solidarity and are, so far, too few in number.

some of the topics treated in the book.

Two striking attributes of the spirit of the book are: (1) the tone of optimism running through it, both in regard to modern developments and in regard to future possibilities; and (2) the thoroughness with which the entire field of education as a socially constructive institution is covered.

An excellent feature is the bibliography at the end of each chapter. The book is intended for classroom use in schools of education and merits the careful attention of those who are real-

tions for discussion and references. It is particularly helpful as a reference for those who are following the study course offered in the current volume of this magazine.

Ada Hart Arlitt, chairman of the Congress Committee on Parent Education, and associate editor of the *NATIONAL PARENT-TEACHER MAGAZINE*, edited the volume.

• • •

## WHAT DO THEY EAT AT SCHOOL?

A book that has interest for school boards and parent-teacher associations concerned with school luncheons is Mary de Garmo Bryan's *THE SCHOOL CAFETERIA* (New York: F. S. Croft, \$3.50). The history of the school cafeteria shows that it served three functions: to feed poor children, to give convenient lunchroom service to all pupils and teachers, and to help in the health education of the school. Mrs. Bryan argues that it should still fulfill all three functions, and she shows not only the practical operation of lunchrooms but the way in which they can be utilized to teach nutrition. She condemns profit-making concessionaires and believes that the cafeteria should come directly under the school board with a manager who has faculty standing. One section of the book contains a large number of menus, and a voluminous appendix is devoted to tables of food specifications for the convenience of purchasers of commodities in large amounts.

• • •

## LEISURE-TIME ACTIVITIES

To rouse young people to see the value of community recreation and to look upon leisure time as a lifelong opportunity for following interesting hobbies, Weaver Weddell Pangburn has written *ADVENTURES IN RECREATION*, for classroom use in junior and senior high school courses in social science, physical education, and civics. The book was prepared for the National Recreation Association and is published by A. S. Barnes and Co., New York (72 cents). Mr. Pangburn first interests boys and girls in specific forms of recreation, then moves from the individual to the community and shows what the national recreation movement is, what young folks have a right to expect from their own community, and what they can do to enlarge the public view on the subject. Lively and understanding, it opens the eyes of future voters and taxpayers to civic responsibility for the recreation of the people.



One of the delightful illustrations for *The Covered Bridge*, by Cornelia Meigs

ly looking for sane and authoritative opinions on education.

• • •

## THE HOME OF TODAY

A modest but effective volume bearing the imprint of the National Congress of Parents and Teachers contains between its covers inspiration and practical information on the principal phases of homemaking, contributed by eighteen experts in various fields. *OUR HOMES* (Washington: National Congress of Parents and Teachers. Clothbound, 50 cents; paperbound, 25 cents) is designed to aid the homemaker in her task of providing the right environment for the health, mental growth, and spiritual refreshment of every member of her family. Ernest R. Groves begins with a chapter on the development of the family, Walter J. Millard concludes with observations on education for citizenship in a democracy. Among the many notable contributors are Dorothy Canfield Fisher, Sidonie Matsner Gruenberg, Florence Barnard, and Mrs. Chase Going Woodhouse. The book is arranged for the use of study groups, with ques-

## THE SCHOOL OF TODAY

**T**HE SCHOOL IN AMERICAN SOCIETY (Scranton, Pennsylvania: International Textbook Co. \$3), first in the Modern School Series of which Frank W. Cyr is consulting editor, is a well-sustained endeavor to evaluate public school objectives and methods from a social point of view.

The authors, S. Howard Patterson, Ernest A. Choate, and Edmund de S. Brunner, put the stress on the essentially social character of education. With that always in mind, they have outlined the history of education and shown how the present American school system was evolved; they have discussed modern developments in curriculums and methods of teaching; and then they have continued with a more detailed examination of the social activities of the school as it is today. The relation between the school and the state, community uses of schools and extracurricular activities, adult and parent education, and the contribution of the schools to immigrant and industrial problems are

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## FOR YOUNGER READERS

Marjorie Hayes, who lives in Cambridge, Massachusetts, has written a story based on the migration of the first Cambridge congregation to Connecticut and the events of the Pequot War. *WAMPUM AND SIXPENCE* (Boston: Little, Brown. \$1.75) brings seventeenth century history, the people and their way of living, close to the comprehension and interest of boys and girls of ten or twelve. Miss Hayes is also the author of another story based on early days in America, *The Little House on Wheels*, which covers the country from Vermont to Louisiana, a hundred years ago.

• • •

Still another contribution to Americana is *THE COVERED BRIDGE*, by Cornelia Meigs (New York: Macmillan. \$2). This is the story of nine-year-old Constance, who in 1788 went from Gloucester, Massachusetts, to Boston, and then to Hebron, Vermont, the land of covered bridges. Miss Meigs is an enthusiast over the old times. She spends her summers in the Green Mountains and puts the feeling of the places she so loves into her books. She is also an accomplished stylist, and as a creator of character has succeeded in making children ask for "more Cornelia Meigs."

• • •

*AFKE'S TEN*, by Ninke van Hichtum (Philadelphia: Lippincott. \$2) is a Dutch juvenile classic made available for English-speaking boys and girls by Marie Kiersted Pigeon in a sympathetic translation. The International Bureau of Education in Switzerland recommends the book as one of the best "international good-will" stories to be found for children. The people in the book belong to the part of Holland known as Friesia, and the simple, homely events show life in a very humble family, exalted by the love they bear one another, and by the gallant and devoted character of Afke, the mother of ten.

• • •

Adults and little ones too will enjoy the delightful collection of baby pictures that make up a book simply entitled *BABIES*, by Ruth Alexander Nichols (New York: Macmillan. \$1.50). Miss Nichols has a nationwide reputation as a photographer of little children, and has assembled forty-eight pictures of irresistible youngsters in this unusual book which has no reading matter except the captions.

• • •

Even a mystery story can have a substantial background that broadens the outlook of its readers, as is proved by *THE FALCON MYSTERY* (New York:

Harcourt, Brace. \$2), by a well-known novelist who, under the modest pen name of S. S. Smith, has written several unusual adventure stories based on his travels and research in little-known parts of the world. The scene of *THE FALCON MYSTERY* is the Great Plain of Hungary, and the chief characters are the Pogany brothers, dashing lads born to the saddle and outdoor life, and interested in falconry, which leads them to the breaking up of a nefarious plot. The book is written for young people of high school age and is interesting to adults.

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## PAMPHLETS OF WORTH

*DIETS TO FIT THE FAMILY INCOME*, by Rowena S. Carpenter and Hazel K. Steibling. (Washington: U. S. Department of Agriculture, Bureau of Home Economics. Free.) Gives liberal, adequate, and minimum diets, with menus.

• • •

*PARENT EDUCATION GUIDEBOOK*, by Ada Hart Arlitt. (Washington: National Congress of Parents and Teachers. 10 cents.) Main topics are organization of study groups, methods of conducting them, and study projects.

• • •

*PARENT EDUCATION OPPORTUNITIES*, by Ellen C. Lombard. (Washington: Superintendent of Documents. 10 cents.) Full information as to sources of available material for parent education.

• • •

*HEALTHY CHILDREN*, edited by Mary E. Murphy. (Washington: National Congress of Parents and Teachers. Project of the National Committee on Child Hygiene. 10 cents.) For the use of individual parents and study groups.

• • •

*YOUNG LIVES IN A MODERN WORLD*, revised edition of program formerly issued under the title *A Public Welfare Program*. Joint project of Recreation, Safety, Motion Pictures, Library Service, and Juvenile Protection committees, in the Public Welfare Department of the National Congress of Parents and Teachers. (5 cents.)

• • •

*PARENTS AND THE AUTOMOBILE*, a symposium of parents of children in the Horace Mann Schools and Lincoln School, edited by Elizabeth J. Reisner, Harriet de Onis, Thalia M. Stolper. (New York: Bureau of Publications, Teachers College, Columbia. 65 cents.)

• • •

*PARENTS AND THE LATCH-KEY* is the provocative title of another symposium on freedom and guidance for the

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*She Says,*

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"But I simply can't understand," Mrs. Hibbs continues, "why all this should make people feel that I am some kind of a wonder-mother! I had no special training for motherhood. I don't keep consulting child psychologists. And certainly I don't take any more time or trouble with the children than any mother does.

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I did realize, right from the start, that the 'first few years' were tremendously important . . . and that instead of just trusting to luck, we should have some definite, well-thought-out *plan* of mind and personality development for the children. So we simply set out to find a 'ready-made' plan that had proved its value. We investigated everything . . . talked to literally dozens of other, older parents . . . and finally chose **My Book House**."

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# Stamp of Merit

The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company, a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

|  |           |
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adolescent, compiled from papers written by parents of the Horace Mann and Lincoln Schools of Teachers College (New York: Bureau of Publications, Teachers College, Columbia University. 70 cents). The editing was done by the same trio. The word "latch-key" is used as a symbol of the freedom to be accorded adolescent boys and girls as they come and go in their social life.

The Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C. offers a pamphlet called MUSIC AND THE YOUNG CHILD, compiled by Helen Christianson (35 cents). Among a great deal of other useful information are suggestions for music materials and a bibliography.

The Traffic Safety Education Project of the National Congress is presented in a sixteen-page pamphlet called ORGANIZED SAFETY BY ORGANIZED PARENTS AND TEACHERS. Mrs. Langworthy is chairman of the Advisory Committee, Miss Marian Telford, chairman of the National Committee on Safety, is director of the Project.

The project is five-fold, involving an understanding of the seriousness of the traffic problem, the personal responsibility of individual P. T. A. members, aspects especially relating to the young, methods of parent-teacher cooperation in school safety programs, traffic legislation, and parent-teacher cooperation in community Safety movements.

For copies of the pamphlet, address Room 1406, 114 East 32nd Street, New York City.

The National Safety Council, 1 Park Avenue, New York City, issues a pamphlet called THE NEW WAR ON ACCIDENTS, showing what certain communities have done to reduce accidents and how they did it.

Another pamphlet from the same source is SPEAKING FOR SAFETY. This is a handbook for those who have occasion to speak on the subject, and gives facts, figures, topics, and practical information about preparing and delivering speeches.

In A PRIMARY TEACHER STEPS OUT, Miriam Kallen suggests the following books to those who want to read more on progressive education:

PARENTS LOOK AT MODERN EDUCATION, by Winifred Bain (New York: D. Appleton-Century. \$2.50).

AN ADVENTURE WITH CHILDREN, by Mary E. Lewes (New York: Macmillan. \$1.75).

CREATIVE YOUTH and CREATIVE POWER, by Hughes Mearns (New York:

Doubleday, Doran. \$2.50 and \$3). ADVENTURING WITH TWELVE-YEAR-OLDS, by L. Stott and C. Pratt (New York: Greenberg. \$2).

## PLAYS FOR SCHOOL AND CLUB

Two collections of plays for children will help to meet the constant demand for "something new to act"—THE PIRATE OF POOH AND OTHER PLAYS, by Marjorie Barrows (New York: Rand, McNally. \$1.50) and NEW PLAYS FOR CHILDREN, selected by A. P. Sanford (New York: Dodd, Mead. \$2). In the first collection there are fourteen plays reprinted from *Child Life Magazine*, funny and easily staged, and, except for three of them, obtainable for production without royalty. In the second, there are eighteen plays, the first eight for children from eight to ten, the rest for children from ten to fourteen, and several of them suitable for holidays and anniversaries. Most of the plays in this latter collection have a small royalty.

## THOSE PHOTOGRAPHIC PICTURE BOOKS

Two fairly recent Pryor books, giving accounts of industries or inventions, with illustrations made from photographs, are THE DIRIGIBLE BOOK and THE COTTON BOOK, both by William Clayton Pryor and Helen Slocum Pryor (New York: Harcourt, Brace. \$1. each). Another unusual photographic picture book is ZOO: SCENES AND PORTRAITS, compiled by Jocelyn Oliver (New York: Oxford University Press. \$1.25).

## ANNOUNCEMENT

To those teachers who are interested in having the students in their classes begin interesting, personal correspondence with students their own ages in countries all over the world, the International Friendship League at 41 Mt. Vernon Street, Boston, offers its service.

The League has on hand the names, ages and addresses of English-speaking boys and girls between the ages of twelve and twenty-six in sixty foreign countries and territories. All the names have been certified by the Ministries of Education.

This plan of personal correspondence creates an interest in world affairs and has been found helpful in the study of geography, history, sociology, languages and economics.

For further information address Miss Edna MacDonough, Executive Secretary International Friendship League, 41 Mt. Vernon Street, Boston, Mass.